

OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501



BOARD OF TRUSTEES

Mrs. Debra M. Cordes, President
Mrs. Veronica Robles-Solis, Clerk
Ms. Monica Madrigal Lopez, Member
Ms. Jarely Lopez, Member
Ms. Katalina Martinez, Member

ADMINISTRATION

Karling Aguilera-Fort, Ed.D.
District Superintendent
Ruth F. Quinto, CPA
Assistant Superintendent,
Business & Fiscal Services
Dr. Victor M. Torres
Assistant Superintendent,
Human Resources
Dr. Anabolena DeGenna
Assistant Superintendent,
Educational Services

AGENDA

REGULAR BOARD MEETING Wednesday, November 17, 2021

5:00 PM - Study Session
5:30 PM - Closed Session to Follow
7:00 PM - Return to Regular Board Meeting

***NOTE:** In accordance with requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent's office at least two days before the meeting date.

Persons wishing to address the Board of Trustees on any agenda item may do so by completing a Speaker Request Form and submitting the form to the Assistant Superintendent of Human Resources. The speaker should indicate on the card whether they wish to speak during Public Comment or when a specific agenda item is considered.

Watch the meeting live: osdtv.oxnardsd.org

Broadcasted by Charter Spectrum, Channel 20 &
Frontier Communications, Channel 37

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

November 17, 2021

Section A: PRELIMINARY

A.1. Call to Order and Roll Call (5:00 PM)

The President of the Board will call the meeting to order. A roll call of the Board will be conducted.

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

A.2. Pledge of Allegiance to the Flag

Ms. Diana Perez, Principal, Rose Avenue School, will introduce Andrea Espinoza, 4th grade student in Ms. Manley's class, who will lead the audience in the Pledge of Allegiance.

A.3. District's Vision and Mission Statement

The District's Mission and Vision Statement will be read in English by Christopher Manzano Franco, 3rd grade student in Mrs. Tamsing's class, and in Spanish by Didier Pereira, 5th grade student in Mr. Ramirez's class at Rose Avenue School.

A.4. Presentation by Rose Avenue School

Ms. Diana Perez, Principal, Rose Avenue School, will provide a short presentation to the Board regarding Rose Avenue. Tokens of appreciation will be presented to the students that participated in the Board Meeting.

A.5. Adoption of Agenda (Superintendent)

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

A.6. Study Session - Panorama Survey (DeGenna/Nocero)

The Board will receive a Study Session regarding the Panorama Survey.

A.7. Closed Session – Public Participation/Comment (Limit three minutes per person per topic)

Persons wishing to address the Board of Trustees on any agenda item identified in the Closed Session agenda may do so by completing a “Speaker Request Form” and submitting the form to the Assistant Superintendent of Human Resources. Public Comment shall be limited to fifteen (15) minutes per subject with a maximum of three (3) minutes per speaker. The Board will now convene in closed session to consider the items listed under Closed Session.

A.8. Closed Session

1. Pursuant to Section 54956.9 of Government Code:

Conference with Legal Counsel

- Existing Litigation:

- Oxnard School District et al. Central District No. CV-04304-JAK-FFM

- Anticipated Litigation:

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- Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: 1 case
2. Pursuant to Sections 54957.6 and 3549.1 of the Government Code:
Conference with Labor Negotiator:
Agency Negotiators: OSD Assistant Superintendent, Human Resources, and Garcia Hernandez & Sawhney, LLP
Association(s): OEA, CSEA, OSSA; and All Unrepresented Personnel-Administrators, Classified Management, Confidential
 3. Pursuant to Section 54957 of the Government Code the Board will consider personnel matters, including:
 - Public Employee(s) Discipline/Dismissal/Release

A.9. Reconvene to Open Session (7:00 PM)

A.10. Report Out of Closed Session

The Board will report on any action taken in Closed Session or take action on any item considered in Closed Session, including expulsion of students.

A.11. Recognition of Mrs. Judith Chavez, Autism Society of Ventura County Educator of the Year 2021-22 (Aguilera-Fort)

It is the recommendation of the Superintendent that the Board of Trustees recognize San Miguel teacher Mrs. Judith Chavez, who has been selected as Educator of the Year by The Autism Society of Ventura County.

A.12. Recognition of Outgoing Personnel Commissioner (Aguilera-Fort/Torres)

It is the recommendation of the Superintendent and the Assistant Superintendent, Human Resources, that the Board of Trustees recognize Mrs. Irma J. Lopez for her service as the Board's appointee to the Personnel Commission.

A.13. Report on the Oxnard School District 2021-22 Educator Effectiveness Block Grant (DeGenna)

It is the recommendation of the Assistant Superintendent, Educational Services that Board of Trustees receive the report on the Oxnard School District 2021-22 Educator Effectiveness Block Grant. This item will be presented for the Board's consideration and approval at the December 15, 2021 Board meeting.

Section B: PUBLIC COMMENT/HEARINGS

B.1. Public Comment (3 minutes per speaker) / Comentarios del Público (3 minutos por ponente)

Members of the public may address the Board on any matter within the Board's jurisdiction at this time or at the time that a specific agenda item is being considered. Comments should be limited to three (3) minutes. Please know this meeting is being video-recorded and televised.

The Board particularly invites comments from parents of students in the District. If you would like to donate your (3) minutes of public speaking time, you must be present during public comments.

Los miembros del público podrán dirigirse a la Mesa Directiva sobre cualquier asunto que

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corresponda a la jurisdicción de la Mesa Directiva en este periodo o cuando este punto figure en el orden del día y sea analizado. Los comentarios deben limitarse a tres (3) minutos. Tenga presente que esta reunión está siendo grabada y televisada. La Mesa Directiva invita en particular a los padres y alumnos del distrito a que presenten sus comentarios. Si gusta donar sus tres (3) minutos de comentario, debe estar presente durante la presentación de comentarios.

B.2. Public Hearing: Sunshine of the Oxnard Educators Association (OEA) and the Oxnard School District's (District) Initial Proposals for 2021-2022 Negotiations, Pursuant to Government Code Section 3547 (Torres)

Pursuant to the provisions of Government Code Section 3547, a Public Hearing will be held to announce the intent of the Oxnard Educators Association (OEA) and the Oxnard School District (District) to enter into contract negotiations for the 2021-2022 school year relative to the following items:

Article VII:	Transfers and Reassignments
Article IX:	Evaluation
Article XI:	Working Hours
Article XII:	Class Size
Article XIII:	Calendar
Article XIV:	Partial and School-Wide Contract Variance
Article XV:	Professional Growth
Article XIX:	Salaries

Following the Public Hearing, it is the recommendation of the Assistant Superintendent of Human Resources that the Board of Trustees authorize the District to enter into contract negotiations for the 2021-2022 school year and any additional years, as may be mutually agreed upon by the parties.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

Section C: CONSENT AGENDA

(All matters specified as Consent Agenda are considered by the Board to be routine and will be acted upon in one motion. There will be no discussion of these items prior to the time the Board votes on the motion unless members of the Board request specific items be discussed and/or removed from the Consent Agenda.)

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

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Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

It is recommended that the Board approve the following consent agenda items:

C.1. Enrollment Report (Quinto)

District enrollment as of October 20, 2021 (CALPADS) was 14,384. This is 683 less than the same time last year.

District enrollment as of October 29, 2021 was 14,425. This is 669 less than the same time last year.

C.2. Purchase Order/Draft Payment Report #21-04 (Quinto/Franz)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing that the Board of Trustees approve Purchase Order/Draft Payment Report #21-04, as presented.

C.3. Disposal of Surplus Personal Property (Quinto/Franz)

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing, that the Board of Trustees declare the attached surplus property obsolete and approve its sale and/or disposal, as permitted by California Education Code §17546.

C.4. Personnel Actions (Torres/Batista/Nair)

It is the recommendation of the Assistant Superintendent, Human Resources, the Director, Certificated Human Resources, and the Director, Classified Human Resources that the Board of Trustees approve the Personnel Actions, as presented.

C.5. Establishment and Abolishment of Positions (Torres/Nair)

It is the recommendation of the Assistant Superintendent, Human Resources and the Director of Classified Human Resources that the Board of Trustees approve the establishment and abolishment of positions, as presented.

Section C: APPROVAL OF AGREEMENTS

It is recommended that the Board approve the following agreements:

C.6. Approval of Agreement #21-149 – Read.Write.Think., LLC (DeGenna/Cordes)

It is the recommendation of the Principal, Lemonwood School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #21-149 with Read.Write.Think., LLC., to provide professional development to Lemonwood K-8 staff in the area of English instruction, November 18, 2021 through June 30, 2022, in the amount not to exceed \$21,978.00, to be paid out of Title III funds.

C.7. Approval of Agreement #21-150 – Ransom Education Consulting (DeGenna/Fox)

It is the recommendation of the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #21-150 with Ransom Education Consulting, to provide two (2) 90-minute scientific writing/literacy professional development workshops for 6th-8th grade teachers related to the adopted McGraw-Hill Inspire Science curriculum, November 18, 2021 through June 30, 2022, in the amount of \$1,200.00, to be paid out of the NOAA B-WET Grant.

C.8. Approval of Agreement # 21-151 - RAMSE Group (DeGenna/Cordes)

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It is the recommendation of the Principal, Lemonwood School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #21-151 with RAMSE Group, to design and deliver customized professional learning and coaching support using an Action Lab model as thought partners with the Administration Leadership Teams, November 18, 2021 through June 30, 2022, in the amount of \$11,200.00, to be paid out of Title 1 Funds.

Section C: RATIFICATION OF AGREEMENTS

It is recommended that the Board ratify the following agreements:

C.9. Ratification of Agreement #21-138 - Assistance League, Non-Public School, NPS (DeGenna/Jefferson)

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #21-138 with Assistance League School, NPS, to provide Non-Public School (NPS) services for student #MG091818 for the 2021-2022 school year, including Extended School year, beginning September 2021, in the amount of \$12,650.00, to be paid out of Special Education Funds.

C.10. Ratification of Agreement/MOU #21-152 – Our Lady of Guadalupe School (DeGenna/Thomas)

It is the recommendation of the Director, School Performance & Student Outcomes, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #21-152 with Our Lady of Guadalupe School, for Oxnard School District to provide services to Our Lady of Guadalupe School through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A, for the 2021-2022 school year.

C.11. Ratification of Agreement/MOU #21-153 – Santa Clara Elementary School (DeGenna/Thomas)

It is the recommendation of the Director, School Performance & Student Outcomes, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement/MOU #21-153 with Santa Clara Elementary School, for Oxnard School District to provide services to Santa Clara Elementary School through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A, for the 2021-2022 school year.

C.12. Ratification of Agreement/MOU #21-154 – St. Anthony’s School (DeGenna/Thomas)

It is the recommendation of the Director, School Performance & Student Outcomes, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #21-154 with St. Anthony’s School, for Oxnard School District to provide services to St. Anthony’s School through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A, for the 2021-2022 school year.

C.13. Ratification of Agreement #21-155 - UC Santa Barbara-MESA Program–Frank & Fremont Academies (DeGenna/Shea)

It is the recommendation of the Director, Enrichment & Special Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #21-155 with UC Santa Barbara–MESA Program, to serve educationally disadvantaged students and to the extent possible by law, emphasize participation by students from groups with low rates of

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eligibility for four-year colleges (including first generation college graduates), July 1, 2021 through June 30, 2022, in the amount not to exceed \$10,000.00, to be paid out of Title 1 Funds.

C.14. Ratification of Agreement #21-156 - Ventura County Office of Education (DeGenna/Valdes)

It is the recommendation of the Director, Early Childhood Education Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #21-156 with the Ventura County Office of Education, for Oxnard School District, Early Childhood Education Programs & State Preschools to participate in the Quality Counts Ventura County, August 1, 2021 through June 30, 2022, funding to Oxnard School District up to the amount of \$49,200.00.

Section D: ACTION ITEMS

(Votes of Individual Board Members must be publicly reported.)

D.1. Approval of SPSA's for 2021-22 School Year - School Plans for Student Achievement - 20 Schools (DeGenna/Thomas)

It is the recommendation of Assistant Superintendent, Educational Services and the Director, School Performance & Student Outcomes, that the Board of Trustees approve the School Plans for Student Achievement for 20 Schools for the 2021/22 School Year, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

D.2. Approval of Oxnard School District's Parent & Family Engagement Policy (DeGenna/Ruvalcaba)

Is is the recommendation of the Assistant Superintendent, Educational Services and the Manager of Equity, Family and Community Engagement, that the Board approve the recommended district's Parent and Family Engagement Policy, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

D.3. Approval of Variable Term Waiver: Pupil Personnel Services Credential in School Counseling for Heather Brown for the 2021-2022 School Year (Torres/Batista)

It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Variable Term Waiver: Pupil Personnel Services Credential for Heather Brown for the 2021-22 school year, as

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presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

Section E: APPROVAL OF MINUTES

E.1. Approval of Minutes (Aguilera-Fort)

It is the recommendation of the Superintendent that the Board approve the minutes of Board meetings, as presented:

- August 19, 2020 Regular Meeting

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

Section F: BOARD POLICIES

(These are presented for discussion or study. Action may be taken at the discretion of the Board.)

F.1. Second Reading and Adoption of Revisions to BP 3516.5 Emergency Schedules (DeGenna/Nocero)

It is the recommendation of the Assistant Superintendent, Educational Services, and the Director of Pupil Services that the Board of Trustees adopt the revisions to BP 3516.5, as presented.

Board Discussion:

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

F.2. Second Reading and Adoption of Revisions to BP 6120 Response to Instruction and Intervention (DeGenna/Nocero)

It is the recommendation of the Assistant Superintendent, Educational Services, and the Director of Pupil Services that the Board of Trustees adopt the revisions to BP 6120, as presented.

Board Discussion:

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Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

F.3. Second Reading and Adoption of Revisions to AR/BP 6164.41 Children with Disabilities Enrolled by their Parents in Private School (DeGenna/Thomas)

It is the recommendation of the Assistant Superintendent, Educational Services, and the Director of School Performance & Student Outcomes that the Board of Trustees adopt the revisions to AR & BP 6161.41, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

F.4. Second Reading and Adoption of Revisions to AR & BP 6164.5 Student Success Teams (DeGenna/Nocero)

It is the recommendation of the Assistant Superintendent, Educational Services, and the Director of Pupil Services that the Board of Trustees adopt the revisions to AR & BP 6164.5, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

F.5. Second Reading and Adoption of Revisions to E 9270 Conflict of Interest (Quinto)

It is the recommendation of the Superintendent, Business & Fiscal Services, that the Board of Trustees approve the revisions to E 9270, as presented.

Board Discussion:
Moved:
Seconded:
Vote:

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

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Section G: CONCLUSION

G.1. Superintendent’s Report (3 minutes)

A brief report will be presented concerning noteworthy activities of district staff, matters of general interest to the Board, and pertinent and timely state and federal legislation.

G.2. Trustees’ Announcements (3 minutes each speaker)

The trustees’ report is provided for the purpose of making announcements, providing conference and visitation summaries, coordinating meeting dates, identifying board representation on committees, and providing other information of general interest.

G.3. ADJOURNMENT

Moved:

Seconded:

Vote:

Time Adjourned _____

ROLL CALL VOTE:

Madrigal Lopez ____, Lopez ____, Martinez ____, Robles-Solis ____, Cordes ____

Karling Aguilera-Fort, Ed. D.

District Superintendent and Secretary to the Board of Trustees

This notice is posted in conformance with the provisions of Chapter 9 of the Government Code, in the front of the Educational Services Center; 1051 South A Street , Oxnard, California by 5:00 p.m. on Friday, November 12, 2021.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section A: Study Session

Study Session - Panorama Survey (DeGenna/Nocero)

The Board will receive a Study Session regarding the Panorama Survey.

FISCAL IMPACT:

N/A

RECOMMENDATION:

Information only.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section A: Preliminary

Recognition of Mrs. Judith Chavez, Autism Society of Ventura County Educator of the Year 2021-22 (Aguilera-Fort)

The Board recognizes Mrs. Judith Chavez, a teacher at San Miguel School, who has been selected as Educator of the Year by The Autism Society of Ventura County. Mrs. Chavez was nominated by the community and by parents. Mrs. Chavez has been a teacher for 10 years and is currently a mentor teacher in the District's Induction Program. Mrs. Chavez will receive her award on December 2, 2021.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of the Superintendent that the Board of Trustees recognize San Miguel teacher Mrs. Judith Chavez, who has been selected as Educator of the Year by The Autism Society of Ventura County.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 17, 2021

Agenda Section: Section A: Preliminary

Recognition of Outgoing Personnel Commissioner (Aguilera-Fort/Torres)

The Board will recognize Mrs. Irma J. Lopez for her service to Oxnard School District as the Board's appointee to the Personnel Commission December 2018-December 2021.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of the Superintendent and the Assistant Superintendent, Human Resources, that the Board of Trustees recognize Mrs. Irma J. Lopez for her service as the Board's appointee to the Personnel Commission.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section A: Report

Report on the Oxnard School District 2021-22 Educator Effectiveness Block Grant (DeGenna)

The Educational Services Department will present a report on the Oxnard School District 2021-22 Educator Effectiveness Block Grant.

FISCAL IMPACT:

\$3,751,493.00 million dollars awarded to Oxnard School District.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services that Board of Trustees receive the report on the Oxnard School District 2021-22 Educator Effectiveness Block Grant as outlined above. This item will be presented for the Board's consideration and approval at the December 15, 2021 Board meeting.

ADDITIONAL MATERIALS:

Attached: [Educator Effectiveness Block Grant.pdf](#)

[Educator Effectiveness Grant Board presentation 11-17-21.pdf](#)

Educator Effectiveness Block Grant 2021

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Oxnard School District	Dr.Karling Aguilera-Fort Superintendent	kaguilerafort@oxnardsd.org (805) 385-1501

Total amount of funds received by the LEA:	Date of Public Meeting prior to adoption:	Date of adoption at public meeting:
3,751,493	November 17, 2021	December 15, 2021

[EC 41480](#)

(a)(2) A school district, county office of education, charter school, or state special school may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts, county offices of education, charter schools, and state special schools **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**

(b) A school district, county office of education, charter school, or state special school shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

- (1) **Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision-making skills, improving teacher attitudes and beliefs about one’s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.**

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
New Teacher Training - 5 days of new teacher training		30,000	30,000	30,000		90,000.00
2-day New Administrator Institute		5,000	5,000	5,000		15,000.00
Coaching and Support by Teachers on Special Assignment - Extra hours for teachers, supplies and supports	25,000	25,000	25,000	25,000		100,000.00
2-day Back to School Administrator Institute		10,000	10,000	10,000		30,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	25,000.00	70,000.00	70,000.00	70,000.00	0.00	235,000.00

(2) Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Illuminate Student Data System training for teachers and administrators	100,000					100,000.00
Provide professional development to the Kindergarten Para's on the topics of reading, math, SEL, PBIS, STOIC, Managing Groups, Questioning Strategies, Teacher support, student self-regulation, fine and gross motor skill development and games for K and TK students.	60,000					60,000.00
Subtotal	160,000.00	0.00	0.00	0.00	0.00	160,000.00

(3) Practices and strategies that reengage pupils and lead to accelerated learning.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Purchase Spark Curriculum and Equipment	707,000					707,000.00
SPARK PD for Elementary Teachers	12,000					12,000.00
SPARK PD for Campus Supervisors	12,000					12,000.00
Subtotal	731,000.00	0.00	0.00	0.00	0.00	731,000.00

(4) Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
2 Additional Social Workers to support students and families	280,000	280,000	280,000	280,000	280,000	1,400,000.00
"Drum program at each school site (drums) (30 Rhythm head drums for 20 schools - yr 1) (10 Rhythm Pal Drums and 10 Acoustic Box for 20 schools - yr 2)"	26,000	19,600				45,600.00
"Drum program at each school site (Training for counselors) - UCLArts&Healing - Beat the Odds program"	10,000					10,000.00
Subtotal	316,000.00	299,600.00	280,000.00	280,000.00	280,000.00	1,455,600.00

(5) Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a schoolsite's culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Instructional Rounds focused on the implementation of Culturally Responsive Practices for 21 schools. This will begin with training administrators and follow up with training each of the schools leadership teams. Initial training will occur in 21-22 and 22-23. Continued support and maintenance will continue for the remaining years.	200,000	200,000	50,000			450,000.00
Parent Project Facilitator training, 24 people and materials	18,000					18,000.00
Parent and Family Engagement Webinar (Dr. Karen Mapp)		20,000				20,000.00
Professional development - Front Office staff: supportive environments, mentoring opportunities, PLCs	60,000					60,000.00

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal	278,000.00	220,000.00	50,000.00	0.00	0.00	548,000.00

(6) Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Continue to support Professional Development Opportunities for Oxnard Supportive Services Association	75,000	75,000	75,000	75,000		300,000.00
Subtotal	75,000.00	75,000.00	75,000.00	75,000.00	0.00	300,000.00

(7) Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Winter and Spring Training on the implementation of ELD for middle school teachers	15,000	15,000	15,000	15,000		60,000.00
Training for Para-educators on the Framework for teaching for biliteracy	5,000	5,000	5,000	5,000		20,000.00
2-day Training for para-educators on effective literacy and math practices	5,000	5,000	5,000	5,000		20,000.00
Subtotal	25,000.00	25,000.00	25,000.00	25,000.00	0.00	100,000.00

(8) New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Classified Staff attendance to the Classified Professional Symposium. Up to 20 staff members per year. Cost is \$120 per person	2,400	2,400	2,400	2,400	2,400	12,000.00
Retreat for Classified to focus on Student Profile and District Strategic Plan	10,000	10,000	10,000	10,000	10,000	50,000.00
Subtotal	12,400.00	12,400.00	12,400.00	12,400.00	12,400.00	62,000.00

(9) Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Development of Ethnic Studies Course, supplies and extra hours	10,000	10,000				20,000.00
Training for Middle School Teachers on Social Justice Standards and Ethnic Studies Course		20,000	20,000	20,000	20,000	80,000.00
Subtotal	10,000.00	30,000.00	20,000.00	20,000.00	20,000.00	100,000.00

(10) Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
3 1/2 day training for TK and Pre School teachers on Dual Language Learners, mathematical practices and early childhood development.	10,000	10,000	10,000	10,000	10,000	50,000.00
Collaboration between TK and Pre School Teachers	5000	5000				10,000.00
Subtotal	15,000.00	15,000.00	10,000.00	10,000.00	10,000.00	60,000.00

Summary of Expenditures

Planned Activity	Budgeted 2021-22	Budgeted 2022-23	Budgeted 2023-24	Budgeted 2024-25	Budgeted 2025-26	Total Budgeted per Activity
Subtotal Section (1)	25,000.00	70,000.00	70,000.00	70,000.00	0.00	235,000.00
Subtotal Section (2)	160,000.00	0.00	0.00	0.00	0.00	160,000.00
Subtotal Section (3)	731,000.00	0.00	0.00	0.00	0.00	731,000.00
Subtotal Section (4)	316,000.00	299,600.00	280,000.00	280,000.00	280,000.00	1,455,600.00
Subtotal Section (5)	278,000.00	220,000.00	50,000.00	0.00	0.00	548,000.00
Subtotal Section (6)	75,000.00	75,000.00	75,000.00	75,000.00	0.00	300,000.00
Subtotal Section (7)	25,000.00	25,000.00	25,000.00	25,000.00	0.00	100,000.00
Subtotal Section (8)	12,400.00	12,400.00	12,400.00	12,400.00	12,400.00	62,000.00
Subtotal Section (9)	10,000.00	30,000.00	20,000.00	20,000.00	20,000.00	100,000.00
Subtotal Section (10)	15,000.00	15,000.00	10,000.00	10,000.00	10,000.00	60,000.00
Totals by year	1,647,400.00	747,000.00	542,400.00	492,400.00	322,400.00	3,751,600.00

Total planned expenditures by the LEA:

3,751,600.00

Note:

Per EC 41480 (d)(2): On or before September 30, 2026, the LEA must report detailed expenditure information to the California Department of Education, including, but not limited to:

- specific purchases made;
- the number of the following educators who received professional development:
 - o Teachers;
 - o Administrators;
 - o Paraprofessional educators;
 - o Classified staff.

Educators Effectiveness Block Grant



Oxnard School District
November 17, 2021

One-time funding provided to county offices of education, school districts, charter schools, and state special schools to provide professional learning for teachers, administrators, paraprofessionals, and classified staff in order to promote educator equity, quality, and effectiveness.

The Oxnard School District is receiving \$3,751.493.00

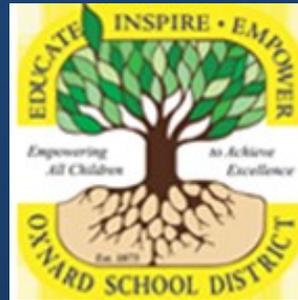
Use of the funds

- a)(2) A school district, may expend the funds received pursuant to this subdivision from the 2021–22 fiscal year to the 2025–26 fiscal year, inclusive. School districts **shall coordinate the use of any federal funds received under Title II of the federal Every Student Succeeds Act of 2015 (Public Law 114–95) to support teachers and administrators with the expenditure of funds received pursuant to this subdivision.**
- (b) A school district shall expend funds apportioned pursuant to this section to provide professional learning for **teachers, administrators, paraprofessionals who work with pupils, and classified staff that interact with pupils**, with a focus on any of the following areas:

Focus areas

- **Coaching and mentoring**
- **Standards aligned programs to improve instruction**
- **Practices and strategies that reengage pupils and lead to accelerated learning**
- **Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.**
- **Practices to create a positive school climate**
- **Strategies to improve inclusive practices**
- **Instruction and education to support implementing effective language acquisition programs for English learners**
- **New professional learning networks for educators**
- **Instruction, education, and strategies to incorporate ethnic studies**
- **Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.**

Thank You



OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres

Date of Meeting: November 17, 2021

Agenda Section: Section B: Hearing

Public Hearing: Sunshine of the Oxnard Educators Association (OEA) and the Oxnard School District's (District) Initial Proposals for 2021-2022 Negotiations, Pursuant to Government Code Section 3547 (Torres)

In accordance with Article XXVIII, Term of Agreement, of the current collective bargaining agreement between the Oxnard Educators Association (OEA) and the Oxnard School District (District), the District and OEA would like to enter into contract negotiations for the 2021-2022 school year and any additional years as may be mutually agreed upon by the parties. Pursuant to the provisions of Government Code Section 3547, the District and OEA submit their intent to hold this Public Hearing before the parties meet to negotiate the following items:

- Article VII: Transfers and Reassignments
- Article IX: Evaluation
- Article XI: Working Hours
- Article XII: Class Size
- Article XIII: Calendar
- Article XIV: Partial and School-Wide Contract Variance
- Article XV: Professional Growth
- Article XIX: Salaries
- Article XX: Employee Benefits
- Article XXVIII: Term of Agreement
- New Article: Special Education

FISCAL IMPACT:

N/A

RECOMMENDATION:

Following this Public Hearing, it is the recommendation of the Assistant Superintendent of Human Resources that the Board of Trustees authorize the District to enter into contract negotiations for the 2021-2022 school year and any additional years, as may be mutually agreed upon by the parties.

ADDITIONAL MATERIALS:

Attached: [2021-22 OEA Sunshine Proposals \(two pages\)](#)



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, CA 93030 • 805/385-1501 • Fax 805/385-1522

INITIAL COLLECTIVE BARGAINING PROPOSAL
FROM THE OXNARD SCHOOL DISTRICT
TO THE
OXNARD EDUCATORS ASSOCIATION (OEA)
FOR A TERM COMMENCING IN THE
2021-2022 SCHOOL YEAR

Pursuant to Article XXVIII (Term) of the collective bargaining agreement between the Oxnard School District (the "District") and the Oxnard Educators Association (the "Association") the District Hereby identifies the articles it wishes to negotiate for a new collective bargaining agreement with a term commencing on July 1, 2021 as follows:

ARTICLE VII – TRANSFERS AND REASSIGNMENTS

- The District seeks to enter into discussions related to transfers and reassignments.

ARTICLE IX – EVALUATION

- The District seeks to enter into discussions related to evaluation.

ARTICLE XI – WORKING HOURS

- The District seeks to enter into discussions related to working hours.

ARTICLE XIV – PARTIAL AND SCHOOL-WIDE CONTRACT VARIANCE

- The District seeks to enter into discussions related to partial and school-wide contract variance.

ARTICLE XIX - SALARIES

- The District seeks to enter into discussions related to salaries.

ARTICLE XX – EMPLOYEE BENEFITS

- The District seeks to enter into discussions related to employee benefits.

ARTICLE XXVIII – TERM OF AGREEMENT

- The District seeks to enter into discussions related to term of agreement.

**OXNARD EDUCATORS ASSOCIATION
CONTRACT PROPOSALS TO THE COLLECTIVE BARGAINING
AGREEMENT 2021-2022**

The Oxnard Educators Association makes the following proposals to modify, add or delete language to the existing contract. All agreements reached on individual items shall be tentative, subject to final agreement.

1. Article XII: Class Size
2. Article XIII: Calendar
3. Article XV: Professional Growth
4. Article XIX: Salaries
5. Article XX: Employee Benefits
6. Article XXVII: Term
7. New Article: Special Education

OSD BOARD AGENDA ITEM

Name of Contributor: Ruth F. Quinto, CPA

Date of Meeting: November 17, 2021

Agenda Section: Section C: Consent Agenda

Enrollment Report (Quinto)

District enrollment as of October 20, 2021 (CALPADS) was 14,384. This is 683 less than the same time last year.

District enrollment as of October 29, 2021 was 14,425. This is 669 less than the same time last year.

FISCAL IMPACT:

None.

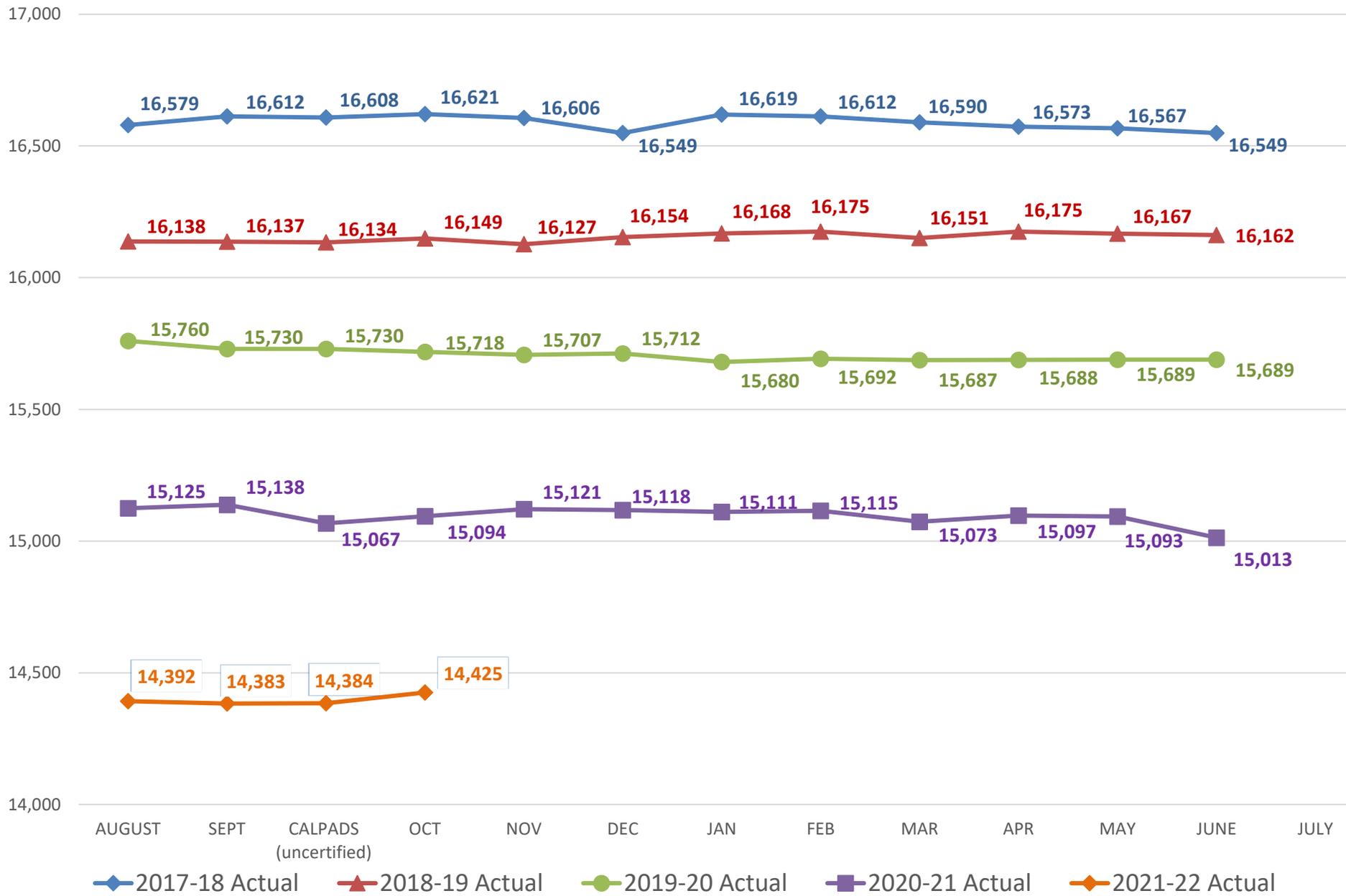
RECOMMENDATION:

None - information only.

ADDITIONAL MATERIALS:

Attached: [Graph - Oxnard School District Enrollment History 2017-18 through 2021-22 Actuals \(1 page\)](#)

Oxnard School District Enrollment History 2017-18 through 2021-22 Actuals



OSD BOARD AGENDA ITEM

Name of Contributor: Ruth F. Quinto, CPA

Date of Meeting: November 17, 2021

Agenda Section: Section C: Consent Agenda

Purchase Order/Draft Payment Report #21-04 (Quinto/Franz)

The attached report contains the following for the Board's approval/ratification:

1. A listing of Purchase orders issued 10/06/2021 through 11/02/2021 for the 2021-2022 school year, for \$47,266,234.63.
2. There are no Draft Payments issued from 10/06/2021 through 11/02/2021, for the 2021-2022 school year.

FISCAL IMPACT:

N/A.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing that the Board of Trustees approve Purchase Order/Draft Payment Report #21-04 as submitted.

ADDITIONAL MATERIALS:

Attached: [Purchase Order/Draft Payment Report #21-04 \(10 Pages\)](#)

Includes Purchase Orders dated 10/06/2021 - 11/02/2021

PO Number	Vendor Name	Loc	Description	Order Amount
NP22-00024	P And R Paper Supply Co	CNS	MATL/SUP	5,598.95
NP22-00025	Gold Star Foods	CNS	SUP	382.50
NP22-00026	P And R Paper Supply Co	CNS	MATL/SUP	4,279.30
NP22-00027	P And R Paper Supply Co	CNS	MATL/SUP	3,527.70
NP22-00028	P And R Paper Supply Co	CNS	MATL/SUP	4,351.20
P22-00693	DR. OLVERA PSYCHOLOGY, PROFESSIONAL CORP	Special Ed	SERV	30,000.00
P22-01606	Amazon Com	Special Ed	MATL/SUP (Jefferson)	1,200.94
P22-01607	Teachers Pay Teachers	HARRINGTON	ONLINE SUBSCRIPTIONS & APPS- INSTRUCTION	117.99
P22-01608	VARI SALES CORP.	TRANSPORTATIO	Computer Supplies	707.94
P22-01609	SCHOOL TECH SUPPLY	TRANSPORTATIO	Computer Supplies	26.20
P22-01610	SCHOOL TECH SUPPLY	LEMONWOOD	COMPUTER SUPPLIES	578.90
P22-01611	APPLE INC EDUCATION	DRIFFILL	MATL/SUPP-INSTRUCTIONAL IPAD	469.73
P22-01612	QUINN COMPANY	IT	Repair	650.00
P22-01613	SCHOOL TECH SUPPLY	TRANSPORTATIO	Computer Supplies	40.76
P22-01614	SCHOOL TECH SUPPLY	FACILITIES	Computer Equip	6,996.71
P22-01615	SCHOOL TECH SUPPLY	ROSE	Computer Equipment	3,749.80
P22-01616	SCHOOL TECH SUPPLY	ASSESS ACCOUN	Computer Supplies - 6 LATs stations	5,984.39
P22-01617	SCHOOL TECH SUPPLY	LEMONWOOD	COMPUTER EQUIPMENT/SUPPLIES	10,684.58
P22-01618	Amazon Com	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	46.69
P22-01619	Amazon Com	MARSHALL	Mat/Supp- Instructional	147.00
P22-01620	Amazon Com	MARSHALL	Mat/Supp- Instructional	97.75
P22-01621	Amazon Com	MARSHALL	Mat/Supp-Instructional	206.61
P22-01622	Amazon Com	MARSHALL	Mat/Supp-Instructional	98.28
P22-01623	Amazon Com	MCKINNA	mat/sup-instructional	217.39
P22-01624	Amazon Com	Special Ed	Classroom Material	307.61
P22-01625	Amazon Com	MARSHALL	Mat/Supp-Instructional	799.54
P22-01626	Amazon Com	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	660.12
P22-01627	Amazon Com	FREMONT	Materials and Supplies (Instructional)	206.47
P22-01628	Amazon Com	PURCHASING	MATL/SUPL	152.94
P22-01629	Smart And Final Iris Co	RITCHEN	MATL/SUP-instructional	2,000.00
P22-01630	Nearpod Inc.	LOPEZ	LICENSE/INSTRUCTION	2,500.00
P22-01631	SMART AND FINAL-C.I. BLVD	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	250.00
P22-01632	Brainpop Com LLC	SORIA	SERV - Instructional	4,491.25
P22-01633	Lakeshore Learning Materials	SORIA	Mats/Sup - Instructional	141.97
P22-01634	SMART AND FINAL-C.I. BLVD	MARINA	MATL/SUPL-Admin	586.42
P22-01635	SMART AND FINAL-C.I. BLVD	SAN MIGUEL	SIP DAY; 10/11/2021	213.84
P22-01636	Jersey Mike's-Victoria Ave	LOPEZ	MATERIAL/SUPPLY INSTRUCTION	666.55
P22-01637	EL POLLO NORTENO INC	MCAULIFFE	Mat/Supplies-Instructions	642.00
P22-01638	Smart And Final Iris Co	LOPEZ	MATL/SUPPLY-INSTRUCTION	1,000.00
P22-01639	SMART AND FINAL-C.I. BLVD	BREKKE	SIP day Breakfast	546.25
P22-01640	Urbane Cafe Alex Bello-Mgr	ROSE	MATL/SUPL (SIP DAY)	770.21
P22-01641	NETWORK CRAZE TECHNOLOGIES INC	IT	MAT/SUP (Phones)	4,711.83
P22-01642	SCHOOL TECH SUPPLY	MARSHALL	Computer Equip	2,743.44
P22-01643	Pearson Education	Special Ed	SERV	105,745.50

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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Includes Purchase Orders dated 10/06/2021 - 11/02/2021

PO Number	Vendor Name	Loc	Description	Order Amount
P22-01644	SDL, INC	Special Ed	SOFTWARE	2,974.30
P22-01645	Salt Software, LLC	Special Ed	SERV	3,519.00
P22-01646	Jostens, Inc	MARSHALL	Matl/Supp-Instructional	255.76
P22-01647	SCHOOL TECH SUPPLY	Pupil Svcs	EQUIP- headset/L. Ochoa, Monitor/Y. Murillo	905.22
P22-01648	The Math Learning Center	ERC	Textbooks	1,395.00
P22-01649	Petroleum Telcom Inc DBA Telecom	BREKKE	Walkie Repairs	268.33
P22-01650	Lakeshore Learning Materials	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	41.37
P22-01651	SCHOOL TECH SUPPLY	IT	MAT/SUP	54,614.08
P22-01652	PANERA BREAD COMPANY PANERA LL C	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	1,270.71
P22-01653	ROBERT W. NORRIS VENTURA SIGNS & SCREEN PRINTING	RITCHEN	MATL/SUP-Instructional	704.67
P22-01654	Phillip J Collins Collins Business Equipment	Special Ed	MATL/REPAIR	2,185.00
P22-01655	Rockwell Printing Inc.	ERC	Textbooks	17,660.93
P22-01656	PANERA BREAD COMPANY PANERA LL C	MARINA	MATL/SUPL-Admin	744.98
P22-01657	Office Depot Bus Ser Div	MARSHALL	Matl/supp- Instructional	223.14
P22-01658	Maad Graphics	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	19.67
P22-01659	Home Depot Inc	MARSHALL	Matl/Supp- Instructional	361.44
P22-01660	Staples Direct	FREMONT	Materials and Supplies (Intructional)	209.23
P22-01661	Office Depot Bus Ser Div	BREKKE	Materials and Supplies	187.20
P22-01662	SOCIETY OF HEALTH AND PHYSICAL EDUCATORS	Special Ed	SERV	239.84
P22-01663	Parent Project Inc	FREMONT	Travel and Conference	565.00
P22-01664	LECTURA INC LATINO FAMILY LITE RACY PROJECT	FREMONT	Travel and Conference	200.00
P22-01665	Lozano Smith, LLP	Special Ed	CONFERENCE(SELC)	500.00
P22-01666	GREENWOOD PUB GROUP LLC HEINEM ANN	C&I	Conf (LCAP 1.20) LCFF	250.00
P22-01667	Carrie A Kouri eSpecial Needs, LLC	Special Ed	MATL/SUP (CLASS BEHAVIOR SUPPORT)	2,160.59
P22-01668	Veritiv Operating Company	WAREHOUSE	Stores Supplies	8,927.91
P22-01669	EVENTBRITE, INC	CURREN	conf - instructional	250.00
P22-01670	REBECCA JACQUEZ	LEMONWOOD	MATL/SUPP	130.00
P22-01671	The Webstaurant Store, Inc	BREKKE	Materials and Supplies	202.32
P22-01672	EL POLLO NORTENO INC	RITCHEN	MATL/SUP	833.00
P22-01673	Amazon Com	HARRINGTON	MATERIALS & SUPPLIES	279.84
P22-01674	MANUEL LEYVA CONDORITOS TACOS LLC	BREKKE	SIP Day lunch	622.51
P22-01675	WIDMORE MANAGEMENT LLC EL POLL O LOCO	SAN MIGUEL	SIP DAY	440.44
P22-01676	FOLLETT SCHOOL SOLUTIONS, INC	FRANK	BOOKS - INSTRUCTIONAL	605.68
P22-01677	JIM SHORT CMC SOUTH TREASURER	ED SERVICES	Conf- Staff Dev	92.00
P22-01678	SMART AND FINAL-C.I. BLVD	SORIA	Mats/Sup - Instructional	242.65

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ESCAPE ONLINE

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Includes Purchase Orders dated 10/06/2021 - 11/02/2021

PO Number	Vendor Name	Loc	Description	Order Amount
P22-01679	SMART AND FINAL-C.I. BLVD	MCAULIFFE	SIP Snacks/Drinks	218.50
P22-01680	Urbane Cafe Alex Bello-Mgr	HARRINGTON	MATERIALS & SUPPLIES	998.25
P22-01681	PACIFIC LEARNING	LEMONWOOD	MATL/SUPP	2,086.88
P22-01682	Aurelio Gonzalez Famous Taco Bar Catering	DRIFFILL	MATL/SUPP-instructional	1,223.60
P22-01683	EVENTBRITE, INC	SIERRA LINDA	CONF-CABE (parents)	200.00
P22-01684	SCHOOL TECH SUPPLY	ROSE	MATL/SUPP-INSTRUCTIONAL	7,794.88
P22-01685	BALFOUR BEATTY CONST. LLC	FACILITIES	BOND/BLDG/ROSE AVE. CONST SVCS	41,678,393.00
P22-01686	SMART AND FINAL-C.I. BLVD	FREMONT	Materials and supplies	250.00
P22-01687	Amazon Com	RISK MGMT	Ergonomic Materials and Supplies	618.74
P22-01688	Amazon Com	RISK MGMT	Ergonomic Materials and Supplies	254.34
P22-01689	Amazon Com	KAMALA	Materials & Supplies-Inst	227.44
P22-01690	Amazon Com	RISK MGMT	Ergonomic Materials and Supplies	33.85
P22-01691	Amazon Com	FREMONT	Materials and Supplies (Instructional)	1,317.86
P22-01692	Amazon Com	RISK MGMT	Ergo Materials and Supplies	19.41
P22-01693	Amazon Com	CNS	MATL/SUP	492.34
P22-01694	Amazon Com	MARSHALL	Matl/Supp-Instructional	327.19
P22-01695	PANORAMA EDUCATION INC	Pupil Svcs	SERV/LCAP 2.04	291,001.00
P22-01696	HIVIS SUPPLY	RISK MGMT	Emergency Materials and Supplies	2,465.66
P22-01697	SOS Survival Products	RISK MGMT	Emergency Materials and Supplies	21,633.36
P22-01698	Legal Books Distributing	Pupil Svcs	MAT/SUP	161.34
P22-01699	CASC	Pupil Svcs	Membership	85.00
P22-01700	PARKER ANDERSON	ASES	SERV/ASES	460,000.00
P22-01701	ENRICHMENT CENTER LA Ventura Co Office Of Education	Special Ed	SERV (SR112811)	63,261.64
P22-01702	PCASC C/O BERNICE FLATEBO	PERSONNEL	conf	35.00
P22-01703	Ventura Co Office Of Education	Special Ed	SERV (AG091310)	23,603.27
P22-01704	Ventura Co Office Of Education	ED SERVICES	TITLE 1/SERV	5,280.00
P22-01705	JOHN LABRIOLA	FACILITIES	SERV	7,200.00
P22-01706	Scentco, Inc	MCKINNA	matl/sup-instruction	349.60
P22-01707	Amazon Com	SIERRA LINDA	matl/supp-instructional (K.Gifford)	104.48
P22-01708	Burrito Express Mexican Food	MARSHALL	SIP DAY OCT. 11	463.38
P22-01709	Amazon Com	RITCHEN	MATL/SUP-Instructional	262.35
P22-01710	El Pollo Norteno Inc	ELM	MATL/SUPP-INSTRUCTIONAL	526.04
P22-01711	Walmart	FREMONT	Materials and Supplies	54.63
P22-01712	Amazon Com	MCKINNA	matl/sup-instructional	323.36
P22-01713	Amazon Com	SIERRA LINDA	matl/supp-instructional(Hammel)	216.22
P22-01714	PANERA BREAD COMPANY PANERA LLC	MCKINNA	sev-instrutinal	1,000.00
P22-01715	CARNITAS EL BROTHER INC	FREMONT	Materials and Supplies	924.38
P22-01716	Perma Bound Books	KAMALA	BOOKS-OTHER THAN TEXTBOOKS	2,498.71
P22-01717	Maad Graphics	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	2,197.11
P22-01718	Home Depot Inc	SORIA	Mats/Sup - Instructional	690.93
P22-01719	Home Depot Inc	SORIA	Mats/Sup - Instructional	764.03
P22-01720	Jordanos Inc	WAREHOUSE	Stores Supplies	547.08
P22-01721	Amazon Com	PURCHASING	MATLS/SUPL	21.45
P22-01722	Parent Project Inc	FREMONT	Travel and Conference	565.00
P22-01723	Teachers Pay Teachers	HARRINGTON	ONLINE SUBSCRIPTIONS, LICENSES, APPS	292.49

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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Includes Purchase Orders dated 10/06/2021 - 11/02/2021

PO Number	Vendor Name	Loc	Description	Order Amount
P22-01724	SCHOOL TECH SUPPLY	Special Ed	EQUIP (R.S)	370.36
P22-01725	SCHOOL TECH SUPPLY	RISK MGMT	Computer Equipment/Materials	938.46
P22-01726	Hyatt Regency Sacramento	IT	TRAVEL/CONF	2,871.12
P22-01727	DICK BLICK COMPANY BLICK ART MATERIALS	WAREHOUSE	Stores Supplies	367.08
P22-01728	BSN Sports	WAREHOUSE	Stores Supplies	330.37
P22-01729	Office Depot Bus Ser Div	WAREHOUSE	Stores Supplies	3,774.70
P22-01730	School Health Corporation	WAREHOUSE	Stores Supplies	153.12
P22-01731	Superior Sanitary Supplies	WAREHOUSE	Stores Supplies	3,195.69
P22-01732	Pioneer Chemical Co	WAREHOUSE	Stores Supplies	563.07
P22-01733	Elan Publishing Co Inc	WAREHOUSE	Stores Supplies	250.43
P22-01734	B & H Foto & Electronics Corp	ASES	MTRL/SUP	9,288.85
P22-01735	B & H Foto & Electronics Corp	ASES	MTRL/SUP	382.45
P22-01736	B & H Foto & Electronics Corp	ASES	MTRL/SUP	10,208.43
P22-01737	ORIENTAL TRADING COMPANY	HARRINGTON	MATERIALS & SUPPLIES	295.66
P22-01738	SCHOOL TECH SUPPLY	Pupil Srvs	COMP/EQUIP	1,665.60
P22-01739	Lakeshore Learning Materials	SIERRA LINDA	MATL/SUPP-instructional (Garcia)	269.76
P22-01740	Ashton Awards Inc Aswell Trophy	RAMONA	Matl/Supplies-AR Ribbons	2,884.20
P22-01741	ORIENTAL TRADING COMPANY	SORIA	Mats/Sup - Admin	72.45
P22-01742	Amazon Com	WAREHOUSE	MATL/SUP (PAPER CUPS)	524.07
P22-01743	Amazon Com	FREMONT	Materials and Supplies (Instructional)	565.83
P22-01744	Amazon Com	SIERRA LINDA	matl/supp-instructional Laubacher/Arreguin	714.90
P22-01745	SMART AND FINAL-C.I. BLVD	FREMONT	Materials and supplies	100.00
P22-01746	Amazon Com	HARRINGTON	MATERIALS & SUPPLIES	208.35
P22-01747	Ventura Co Office Of Education	ROSE	Conference	250.00
P22-01748	Amazon Com	HARRINGTON	MATERIALS & SUPPLIES	164.32
P22-01749	Amazon Com	MCKINNA	mat/sup-instructional	275.46
P22-01750	Amazon Com	CURREN	mat/sup - instructional	307.47
P22-01751	Amazon Com	SIERRA LINDA	MATL/SUPP-instructional (Mesquita)	282.00
P22-01752	INSTRUCTURE INC.	ED SERVICES	CANVAS LMS SOFTWARE	750.00
P22-01753	HOUGHTON MIFFLIN HARCOURT INTERNATIONAL SOLUTIONS GROUP	ERC	Textbooks	11,982.40
P22-01754	FOLLETT SCHOOL SOLUTIONS, INC	FRANK	Books - Instructional	741.97
P22-01755	Spinitar	FREMONT	MAT/SUP INSTRUCTION	2,163.08
P22-01756	Best Buy	LOPEZ	MATL/SUPPLY-INSTRUCTION	436.99
P22-01757	ORIENTAL TRADING COMPANY	SAN MIGUEL	Materials & Supplies	242.72
P22-01758	William Venegas Hip Hop Mindset	ASES	SERVICES	1,760.00
P22-01759	CDW G	FREMONT	Materials and Supplies	37.06
P22-01760	Amazon Com	BUSINESS	Books/rq	171.53
P22-01761	FELICIA J LEW, OD	Special Ed	SERV	5,400.00
P22-01762	Southwest School & Office Supply	WAREHOUSE	Stores Supplies	2,235.01
P22-01763	General Binding Corp.	ELM	MAINT	595.92
P22-01764	Duxbury System, Inc	Special Ed	SOFTWARE (VI)	759.29
P22-01765	Foundation for California Community College	ASES	CONF	99.92
P22-01766	United Airlines, Inc	HR	RECRUITMENT (ASHA conv.)	727.60
P22-01767	Tyler Technologies, Inc	TRANSPORTATION	SERV	29,719.17

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Includes Purchase Orders dated 10/06/2021 - 11/02/2021

PO Number	Vendor Name	Loc	Description	Order Amount
P22-01768	Positive Promotions	SORIA	Mats/Sup - Instructional	603.51
P22-01769	El Pollo Norteno Inc	RAMONA	SIP Day catering 10.11.21	828.25
P22-01770	Amazon Com	SORIA	BKS - Instructional	285.92
P22-01771	Amazon Com	FREMONT	Materials and Supplies (Instructional)	198.31
P22-01772	Lakeshore Learning Materials	RITCHEN	Mat/Sup - Instruction	2,910.32
P22-01773	Lakeshore Learning Materials	SAN MIGUEL	Mat/Sup - Instruction	1,618.72
P22-01774	OLAS EXPRESS LAUNDROMAT	CNS	Other Services	24,000.00
P22-01775	Home Depot Inc	SORIA	Mats/Sup - Instructional	172.23
P22-01776	Lowe's	LEMONWOOD	Mat/Sup - Insruction	149.61
P22-01777	Southwest Airlines	ED SERVICES	TRAVEL/CONF	245.92
P22-01778	Spicers Paper Inc	GRAPHICS	Materials and Supplies	4,140.79
P22-01779	Amazon Com	CNS	MATL/SUP	690.07
P22-01780	Marriott Hotel Services, Inc M arriott Marquis Washington DC	DISTRICT OFFICE	RECRUITMENT (ASHA Conv.)	2,565.68
P22-01781	Grainger Inc	CNS	MATL/SUP	207.90
P22-01782	Academic Therapy Publication	ED SERVICES	Books	3,022.40
P22-01783	Ventura Co Office Of Education	HR	CONF (FRISK Training)	1,485.00
P22-01784	Perma Bound Books	BREKKE	Library Books	44.80
P22-01785	SCHOLASTIC-TEACHER STORE	CHAVEZ	MATERIALS AND SUPPLIES-INSTRUCTIONAL	198.18
P22-01786	Lakeshore Learning Materials	ELM	MATL/SUPP-INSTRUCTIONAL	174.76
P22-01787	Lakeshore Learning Materials	EARLY CHILDHOO	MAT/SUP - INSTRUCTION	405.11
P22-01788	Affordable Tables And Chairs	CHAVEZ	RENTALS, LEASES & REPAIRS-INSTRUCTIONAL	238.00
P22-01789	Positive Promotions	SIERRA LINDA	MATL/SUPP-LunaRedRibbon	812.67
P22-01790	Amazon Com	ELM	MATL/SUPPL-INSTRUCTIONAL	847.49
P22-01791	Office Depot Bus Ser Div	KAMALA	Materials & Supplies-Admin	70.99
P22-01792	Amazon Com	ELM	MATL/SUPP-INSTRUCTIONAL	215.32
P22-01793	Amazon Com	CHAVEZ	MATERIALS AND SUIPLIES-INSTRUCTIONAL	59.61
P22-01794	Office Depot Bus Ser Div	DRIFFILL	matl/supp-instrucional 1st gr.	216.32
P22-01795	SMART AND FINAL-C.I. BLVD	SIERRA LINDA	matl/supp-Robles(K-pumpkins)	109.25
P22-01796	Amazon Com	ELM	MATL/SUPP-INSTRUCTIONAL	350.09
P22-01797	Office Depot Bus Ser Div	SORIA	Mats/Sup - Instructional	250.14
P22-01798	Amazon Com	SIERRA LINDA	matl/supp-C.Johnson	162.77
P22-01799	Office Depot Bus Ser Div	SORIA	Mats/Sup - Instructional	49.49
P22-01800	LA LIBRERIA INC	SORIA	BKS - Instructional	251.00
P22-01801	MARENEM INC	BREKKE	Learning Material	1,377.34
P22-01802	Veritiv Operating Company	WAREHOUSE	Stores Supplies	19,361.83
P22-01803	CN School & Office Sol, Inc Cu Iver-Newlin	FACILITIES	Materials and Supplies / Furniture	2,989.45
P22-01804	WESTIN SOUTH COSTA PLAZA	ED SERVICES	Conf - Instructional	238.14
P22-01805	CABE	ED SERVICES	CONF	1,690.00
P22-01806	Amazon Com	ED SERVICES	MATL/SUP	52.46
P22-01807	Dept Of Toxic Substances Ctr	FACILITIES	Fees / Lemonwood	561.51
P22-01808	OXNARD PERFORMING ARTS CENTER CORP	ED SERVICES	RENT (ENROLLMENT FAIR)	874.00
P22-01809	Island Packers Co	ED SERVICES	SERV (NOAA B-WET GRANT)	9,000.00
P22-01810	SANTA BARBARA BOTANIC GARDEN	ED SERVICES	SERV (NOAA B-WET GRANT)	2,500.00

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PO Number	Vendor Name	Loc	Description	Order Amount
P22-01811	Aswell Trophy And Engraving	ED SERVICES	MATL/SUPPL	54.63
P22-01812	Thomson West	ED SERVICES	MATL	150.77
P22-01813	SMART AND FINAL-C.I. BLVD	ED SERVICES	MATL/SUPP	1,000.00
P22-01814	Tom Rey Garcia dba/ Tomas Cafe & Gallery	ED SERVICES	MATL/SUP	1,000.00
P22-01815	Garcia Hernandez Sawhney, LL P	BUSINESS	SERV-legal	800,000.00
P22-01816	Voyager Fleet Systems Inc	TRANSPORTATIO	FUEL	43,700.00
P22-01818	ICC Dealer Services	FACILITIES	Professional Services	1,201.75
P22-01819	Electronic Imaging Materials	FACILITIES	Materials and Supplies	530.39
P22-01820	Univ Of Southern California Ca ruso Family Ctr	FACILITIES	Fees	120.00
P22-01821	Amazon Com	FACILITIES	Materials and Supplies	321.86
P22-01822	Amazon Com	FREMONT	Materials and Supplies (Instructional)	1,187.73
P22-01823	Amazon Com	FACILITIES	Materials and Supplies	26.37
P22-01824	Amazon Com	FACILITIES	Materials and Supplies	1,280.53
P22-01825	CITY OF OXNARD OXNARD FIRE DEP ARTMENT	FACILITIES	Fees	1,473.00
P22-01826	Dial Security	FACILITIES	Professional Services / McKinna	288.42
P22-01827	JULIE TUMAMAIT STENSLIE	ED SERVICES	SERV (NOAA B-WET GRANT)	3,000.00
P22-01828	Dept Of Toxic Substances Ctr	TRANSPORTATIO	EPA Annual fee	257.50
P22-01829	Blackhawk Products	FACILITIES	Locksmith Materials and Supplies	79.00
P22-01830	Uline	WAREHOUSE	Stores Supplies	993.92
P22-01831	BSN Sports	WAREHOUSE	Stores Supplies	673.33
P22-01832	DANIEL R. REINEMAN	ED SERVICES	SERV (NOAA B-WET GRANT)	3,000.00
P22-01833	CLARE STEELE	ED SERVICES	SERV (NOAA B-WET GRANT)	500.00
P22-01834	GEOFFREY DILLY	ED SERVICES	SERV (NOAA B-WET GRANT)	500.00
P22-01835	VIVIANA MICHELLE MCKINLEY	ED SERVICES	SERV (NOAA B-WET GRANT)	250.00
P22-01836	MELISSA RUIZ	ED SERVICES	SERV (NOAA B-WET GRANT)	250.00
P22-01837	EJ Harrison & Sons Inc	DISTRICT OFFICE	UTIL (DIST WIDE TRASH PU)	370,682.00
P22-01838	KENCO CONSTRUCTION SVCS INC	FACILITIES	BOND/BLDG/ROSE AVE-DSA IOR SERVICES	367,080.00
P22-01839	Best Buy	IT	COMP SUP	147.48
P22-01840	Amazon Com	IT	MAT/SUP	160.99
P22-01841	Southwest School & Office Sup	WAREHOUSE	Stores Supplies	1,453.16
P22-01842	Amazon Com	IT	COMP SUP	195.04
P22-01843	CALIFORNIA IT IN EDUCATION	IT	TRAVEL/CONF	1,010.00
P22-01844	CN School & Office Sol, Inc Cu Iver-Newlin	LEMONWOOD	EQUIP/KIDNEY TABLE	531.33
P22-01845	BMI Systems Group	ASES	MTRL/SUPL	462.00
P22-01846	Ccp Industries	WAREHOUSE	Stores Supplies	3,687.19
P22-01847	Southwest Airlines	IT	TRAVEL/CONF	285.96
P22-01848	Amazon Com	SIERRA LINDA	MATL/SUPP-instructional(Garcia)	258.10
P22-01849	Amazon Com	SORIA	Mats/Sup - Instructional	87.93
P22-01850	Amazon Com	SIERRA LINDA	MATL/SUPP-Instructional (Hammel)	240.52
P22-01851	Amazon Com	Special Ed	MATL/SUP (DHH)	333.62
P22-01852	Amazon Com	KAMALA	Materials & Supplies-Inst	343.30
P22-01853	Amazon Com	RAMONA	Matl/Supplies-1st grade pully project (amazon)	245.09
P22-01854	Amazon Com	LEMONWOOD	BOOKS	144.54
P22-01855	Amazon Com	MCAULIFFE	Matl-Supplies-Instruction	646.29

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Includes Purchase Orders dated 10/06/2021 - 11/02/2021

PO Number	Vendor Name	Loc	Description	Order Amount
P22-01856	Lakeshore Learning Materials	MCAULIFFE	Materials/Supplies-Instruction	219.47
P22-01857	Lakeshore Learning Materials	MARSHALL	Mat/Supp-Instructional	232.64
P22-01858	Lakeshore Learning Materials	LEMONWOOD	Mat/Sup-Instruction (LW)	65.54
P22-01859	Lakeshore Learning Materials	FREMONT	MATL/SUP (Instructional)	100.47
P22-01860	Lakeshore Learning Materials-V	MARSHALL	Mat/Supp-Instructional	250.00
P22-01861	SCHOOL'S IN, LLC	MARSHALL	Mat/Supp-Instructional	965.76
P22-01862	LRP Publications Inc	Special Ed	BKS(JEFFERSON)	229.88
P22-01863	HECTOR RAMOS OUTCAST SPORTS AN D APPAREL	FREMONT	Materials and Supplies	267.66
P22-01864	Amazon Com	HARRINGTON	MATERIALS & SUPPLIES	186.06
P22-01865	Amazon Com	HARRINGTON	MATERIALS & SUPPLIES	102.79
P22-01866	PCASC/TREASURER SERGIO GARCIA	PERSONNEL	membership	100.00
P22-01867	Petroleum Telcom Inc DBA Telecom	LEMONWOOD	EQUIP	723.98
P22-01868	Apple Computer Inc	Special Ed	EQUIP	928.46
P22-01869	SCHOOL TECH SUPPLY	ASES	MTRL/SUP	360.51
P22-01870	It's Elementary	CURREN	mat/sup - instructional	782.23
P22-01871	ORIENTAL TRADING COMPANY	RAMONA	MATL/Supplies-CHAMPS Incentives	549.55
P22-01872	RIVERSIDE ASSESSMENTS LLC RIVE RSIDE INSIGHTS	SAN MIGUEL	Materials & Supplies	1,042.54
P22-01873	FOLLETT SCHOOL SOLUTIONS, INC	MARSHALL	Books other than Textbooks	1,813.44
P22-01874	RIVERSIDE ASSESSMENTS LLC RIVE RSIDE INSIGHTS	Special Ed	MAT/SUPL	25,148.06
P22-01875	B & H Foto & Electronics Corp	Enrollment Ctr	MATL/SUP	1,942.90
P22-01876	FOLLETT SCHOOL SOLUTIONS, INC	MARSHALL	Books other than textbooks	11,183.04
P22-01877	GOBULK.COM	LEMONWOOD	MAT/SUPPLIES (Instructional)	2,302.12
P22-01878	Perma Bound Books	LEMONWOOD	BOOKS	3,573.29
P22-01879	PEAR DECK, INC	LEMONWOOD	SUBSCRIPTIONS	3,152.82
P22-01880	SCHOOL TECH SUPPLY	LEMONWOOD	COMPUTER EQUIPMENT/SUPPLIES	10,684.58
P22-01881	Amazon Com	CURREN	mat/sup - instructional	3,024.70
P22-01882	Amazon Com	ROSE	CHAMPS materials needed	294.33
P22-01883	Amazon Com	ROSE	CHAMPS materials &	1,204.14
P22-01884	Amazon Com	ROSE	Materials needed during construction.	2,451.99
P22-01885	Amazon Com	ROSE	Materials for student activities construction	908.33
P22-01886	Walmart	KAMALA	Materials & Supplies-Inst	600.88
P22-01887	Amazon Com	Special Ed	MATL/SUP (E.Dowd)	106.09
P22-01888	Amazon Com	SORIA	Mats/Sup - Instructional	258.60
P22-01889	Amazon Com	KAMALA	Materials & Supplies-Inst	110.91
P22-01890	Amazon Com	MARINA	MATL/SUPL-Instructional	1,012.67
P22-01891	Amazon Com	KAMALA	Materials & Supplies-Inst	173.18
P22-01892	Amazon Com	RAMONA	MATL/Supplies- CHAMPS Incentives	175.05
P22-01893	Amazon Com	SIERRA LINDA	MATL/SUPP-V.Gonzalez	239.36
P22-01894	Amazon Com	SIERRA LINDA	mat/supp-instructional (Leftwich)	42.75
P22-01895	Amazon Com	SIERRA LINDA	mat/supp-Cervantes	235.36
P22-01896	Amazon Com	FACILITIES	Covid Materials and Supplies	906.06

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Includes Purchase Orders dated 10/06/2021 - 11/02/2021

PO Number	Vendor Name	Loc	Description	Order Amount
P22-01897	ACCELERATION BEHAVIORAL THERAP IES	Special Ed	SERV	500,000.00
P22-01898	Lakeshore Learning Materials	DRIFFILL	Mat/Sup - Instruction (Drif)	2,044.02
P22-01899	Starfall Education Foundation	SAN MIGUEL	Memberships	270.00
P22-01900	TRI-SIGNAL INTEGRATION, INC.	FACILITIES	Professional Service / Sierra Linda	1,291.27
P22-01901	TRI-SIGNAL INTEGRATION, INC.	FACILITIES	Professional Service / Brekke	943.70
P22-01902	TRI-SIGNAL INTEGRATION, INC.	FACILITIES	Professional Service / Lopez	10,337.00
P22-01903	Affordable Tables And Chairs	FACILITIES	Rentals	1,092.50
P22-01904	Gibbs International Trucks	FACILITIES	Professional Services	3,277.50
P22-01905	ARBORPRO INC	FACILITIES	SOFTWARE	2,250.00
P22-01906	Ventura Co Office Of Education	Special Ed	CONF(MANAGERS)	1,350.00
P22-01907	Ventura Co Office Of Education	BUDGET	2021-22 SPED Tuition/Excess Costs	1,781,660.00
P22-01908	Office Depot Bus Ser Div	ASES	MTRL/SUPL	121.93
P22-01909	Pesi, Inc	Special Ed	CONFERENCE (OSSA-PD PAGLIANO)	239.00
P22-01910	TRI-SIGNAL INTEGRATION, INC.	FACILITIES	Professional Services / Lemonwood	493.70
P22-01911	BELUSA LLC DISCOUNT MUGS	RITCHEN	MATL/SUP-INSTRUCTIONAL	1,726.15
P22-01912	Lakeshore Learning Materials	SIERRA LINDA	Mat/Supp-instructional-(Leftwich)	163.83
P22-01913	Lakeshore Learning Materials	DRIFFILL	MAT/SUP - INSTRUCTION	545.16
P22-01914	Rochester 100, Inc	SIERRA LINDA	Mat/Supp-Homework Folders	986.25
P22-01915	Veritiv Operating Company	FACILITIES	COVID Materials and Supplies	5,534.71
P22-01916	It's Elementary	CURREN	mat/sup - instructional	2,912.09
P22-01917	HIVIS SUPPLY	BUSINESS	MATLS/SUP-rq	58.40
P22-01918	Assistance League School	Special Ed	SERV (RL121316)	12,650.00
P22-01919	Daryton Andrae Ramsey RAMSE GR OUP	ED SERVICES	SERV/TITLE 1	104,000.00
P22-01920	Daryton Andrae Ramsey RAMSE GR OUP	CHAVEZ	SERV/SUP CONC FUNDS	14,000.00
P22-01921	Amazon Com	HR	MATL/SUPP (Recruitment)	270.64
P22-01922	Amazon Com	Special Ed	MATLS (OT)	187.20
P22-01923	Amazon Com	KAMALA	Materials & Supplies-Inst	530.54
P22-01924	Sweetwater Sound Inc Sweetwater r Music Ed Tech	HARRINGTON	MATERIALS & SUPPLIES	2,272.40
P22-01925	POSTCARDGURU PRINT & PROMO	HR	MATL/SUPP (Recruitment)	2,196.68
P22-01926	Lakeshore Learning Materials	CURREN	mat/sup	197.22
P22-01927	Lakeshore Learning Materials	ELM	MATL/SUPP- INSTRUCTIONAL	455.57
P22-01928	Amazon Com	ELM	MATL/SUPP-INSTRUCTIONAL	705.37
P22-01929	Amazon Com	SORIA	Matls/Sup - Instructional	981.22
P22-01930	Amazon Com	MARSHALL	Mat/Supp-Instructional	200.30
P22-01931	Amazon Com	SORIA	Matls/Sup - Instruction	43.27
P22-01932	Amazon Com	ASSESS ACCOUN	mat/sup - Office	70.34
P22-01933	Discount School Supply	FREMONT	Materials and Supplies	597.07
P22-01934	Printech	SORIA	Matls/Sup - Instructional	2,981.25
P22-01935	LAMONT HOLLINS DBA. SIGNARAMA	HR	serv	1,080.94
P22-01936	ROMU FOODS, INC. DBA. BG'S CAF E	SORIA	Matls/Sup - Instructional	1,349.24
P22-01937	SCHOOL TECH SUPPLY	Special Ed	EQUIPMENT (ALFERES)	548.46
P22-01938	California School Boards Assoc	SUPERINTENDEN	Manual Maintenanc/Gamut Online Inv-56791-B3W7F5	8,990.00

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PO Number	Vendor Name	Loc	Description	Order Amount	
P22-01939	Bjorem Speech Publications	Special Ed	MATL/SUP (S.Billings)	168.70	
P22-01940	Ventura Co Office Of Education	Special Ed	CONF	3,000.00	
P22-01941	Amazon Com	RISK MGMT	Safety Materials and Supplies	651.82	
P22-01942	School Specialty Inc	SAN MIGUEL	Materials & Supplies	481.83	
P22-01943	Extreme Clean	WAREHOUSE	Stores Supplies	3,277.50	
P22-01944	Veritiv Operating Company	WAREHOUSE	Stores Supplies	7,472.70	
P22-01945	Displays2go	HARRINGTON	MATERIALS & SUPPLIES	282.37	
P22-01946	Office Depot Bus Ser Div	KAMALA	Materials & Supplies-Inst	165.15	
P22-01947	Walmart	HARRINGTON	MATERIALS & SUPPLIES	350.00	
P22-01948	Office Depot Bus Ser Div	WAREHOUSE	Stores Supplies	2,659.34	
P22-01949	ROBERT W. NORRIS VENTURA SIGNS & SCREEN PRINTING	HARRINGTON	MATERIALS & SUPPLIES	1,183.66	
P22-01950	DAVID R LIDREN BIG WAVE DAVE'S	DRIFFILL	SERV-virtual pumpkin tour	567.00	
P22-01951	FOLLETT SCHOOL SOLUTIONS, INC	ASSESS ACCOUN	matl/sup - Library scanners	388.03	
P22-01952	ROBERT W. NORRIS VENTURA SIGNS & SCREEN PRINTING	BREKKE	Cafeteria decals	421.86	
P22-01953	COSTCO WHOLESALE CORPORATION	SORIA	Mats/Sup - Parent Involvement	546.25	
P22-01954	CALIF LATINO SCHOOL BOARDS ASS N	SUPERINTENDEN	CLSBA Conf. for D.Cordes- Registration	149.00	
P22-01955	Office Depot Bus Ser Div	ED SERVICES	MATL/SUP - Julie Prater	500.00	
P22-01956	Dell Direct Sales Lp	GRAPHICS	MATS & SUPPLIES ADMIN	1,207.81	
P22-01957	Ventura Co Office Of Education	ED SERVICES	Conf-Title II	520.00	
P22-01958	Office Depot Bus Ser Div	LOPEZ	MATL/SUPPLY-INSTRUCTION	581.70	
P22-01959	Office Depot Bus Ser Div	WAREHOUSE	Supplies	43.47	
P22-01960	Amazon Com	SAN MIGUEL	Materials & Supplies; L. Perry	281.33	
P22-01961	Amazon Com	MARSHALL	Matl/Supp-Instructional	144.73	
P22-01962	Amazon Com	FRANK	Matl/Sup -	127.34	
P22-01963	Amazon Com	HARRINGTON	MATERIALS & SUPPLIES- INSTRUCTION	184.74	
P22-01964	Amazon Com	HARRINGTON	MATERIALS & SUPPLIES INSTRUCTION	167.59	
P22-01965	Amazon Com	HARRINGTON	MATERIALS & SUPPLIES INSTRUCTION	99.57	
P22-01966	Amazon Com	ED SERVICES	Supp-	835.23	
Total Number of POs			366	Total	47,266,234.63

Fund Recap

Fund	Description	PO Count	Amount
010	GENERAL FUND	346	5,165,181.88
120	CHILD DEVELOPMENT FUND	8	11,488.28
130	CAFETERIA FUND	9	43,529.96
140	DEFERRED MAINTENANCE FUND	1	561.51
214	BOND FUND MEASURE D 2016	2	42,045,473.00
Total Fiscal Year 2022			47,266,234.63
Total			47,266,234.63

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PO Changes

	<u>New PO Amount</u>	<u>Fund/ Object</u>	<u>Description</u>	<u>Change Amount</u>
P20-03546	197,600.00	010-5100	GENERAL FUND/PROFESSIONAL/CONSULTING	76,000.00
P21-01258	152,000.00	010-5100	GENERAL FUND/PROFESSIONAL/CONSULTING	30,400.00
P21-03419	31,484.40	010-5100	GENERAL FUND/PROFESSIONAL/CONSULTING	81.55
P21-03684	20,246.95	010-5800	GENERAL FUND/PROFESSIONAL/CONSULTING SERV	1,254.68
P21-03696	54,421.50	140-6173	DEFERRED MAINTENANCE FUND/SITE & LAND IMPROV	2,921.50
P22-00087	15,000.00	010-4351	GENERAL FUND/MISC GARDENING SUPPLIES	10,000.00
P22-00168	16,500.00	010-4351	GENERAL FUND/MISC GARDENING SUPPLIES	4,000.00
P22-00301	12,000.00	010-5632	GENERAL FUND/REPAIRS	4,000.00
P22-00333	8,000.00	010-4353	GENERAL FUND/EQUIPMENT PARTS	2,516.25
P22-00340	60,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	40,000.00
P22-00455	5,500.00	130-4300	CAFETERIA FUND/MATERIALS AND SUPPLIES	2,222.50
P22-00490	1,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	500.00
P22-00607	900.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	150.00
P22-00824	400.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	150.00
P22-00833	74,900.00	010-5100	GENERAL FUND/PROFESSIONAL/CONSULTING	49,900.00
		010-5800	GENERAL FUND/PROFESSIONAL/CONSULTING SERV	23,320.00
			Total PO P22-00833	73,220.00
P22-01116	427,409.68	140-6173	DEFERRED MAINTENANCE FUND/SITE & LAND IMPROV	8,551.68
P22-01203	10,000.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	8,907.50
P22-01255	31.17	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	4.30
P22-01332	2,185.00	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	1,092.50
P22-01350	33.84	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	23.84-
P22-01474	1,638.75	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	546.25
P22-01500	7,167.32	010-5800	GENERAL FUND/PROFESSIONAL/CONSULTING SERV	43.86
P22-01546	63.16	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	51.33-
P22-01574	331.39	010-4300	GENERAL FUND/MATERIALS AND SUPPLIES	35.32
			Total PO Changes	266,522.72

The preceding Purchase Orders have been issued in accordance with the District's Purchasing Policy and authorization of the Board of Trustees. It is recommended that the preceding Purchase Orders be approved and that payment be authorized upon delivery and acceptance of the items ordered.

ESCAPE ONLINE

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OSD BOARD AGENDA ITEM

Name of Contributor: Ruth F. Quinto, CPA

Date of Meeting: November 17, 2021

Agenda Section: Section C: Consent Agenda

Disposal of Surplus Personal Property (Quinto/Franz)

The district owns surplus personal property as shown on the attached list dated November 2021. Items deemed suitable will be tagged for sale at our next surplus sale, and all other items will be disposed of and/or recycled at the appropriate facilities. It is requested that the Board of Trustees declare this property obsolete and approve the sale and/or disposal per California Education Code §17546 which permits the disposal of personal property with a value of less than \$2,500.00.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing, that the Board of Trustees declare the attached surplus property obsolete and approve its sale and/or disposal, as permitted by California Education Code §17546.

ADDITIONAL MATERIALS:

Attached: [Surplus List, November 2021 \(8 Pages\)](#)



OXNARD SCHOOL DISTRICT

1051 SOUTH A STREET • OXNARD CALIFORNIA 93030 • 805/487-3918

To: Lisa Franz
Purchasing Director

From: David Hornback
Warehouse Manager

Date: November 2021

Subject: Disposal of surplus personal property

The attached list is for Board approval on District surplus of personal property. These items have been identified as no longer usable, damaged or beyond repair. We will dispose and/or recycle items at the appropriate facilities. The items deemed suitable will be tagged for sale at our next surplus sale.

If you would please forward this request to be in the next available board meeting.

Thank You

Oxnard School District
Surplus Disposal Request 11/2021

Tag #	Description	Serial #	Site	Code	Qty
128933	DELL LAPTOP	N/A	SUR	COMPUTER	1
A1730	DELL DESKTOP OPTIPLEX 390	N/A	SUR	COMPUTER	1
128039	E5520 15 LAPTOP,	N/A	SUR	COMPUTER	1
127997	E5520 15 LAPTOP,	N/A	SUR	COMPUTER	1
A2708	DELL LATITUDE 15 5000	N/A	SUR	COMPUTER	1
A2249	DELL OPTIPLEX 3010 DT	N/A	SUR	COMPUTER	1
A2250	DELL OPTIPLEX 3010 DT	N/A	SUR	COMPUTER	1
A2251	DELL OPTIPLEX 3010 DT	N/A	SUR	COMPUTER	1
A2253	DELL OPTIPLEX 3010 DT	N/A	SUR	COMPUTER	1
A2159	DELL OPTIPLEX 3010 DT	N/A	SUR	COMPUTER	1
A2160	DELL OPTIPLEX 3010 DT	N/A	SUR	COMPUTER	1
A1938	DELL OPTIPLEX 3010 DT	N/A	SUR	COMPUTER	1
A1947	DELL OPTIIPLEX 3010 DT	N/A	SUR	COMPUTER	1
A1948	DELL OPTIIPLEX 3010 DT	N/A	SUR	COMPUTER	1
A2720	DELL LATITUDE 15 5000	N/A	SUR	COMPUTER	1
A2973	DELL LAT 15 5000 SERIES	N/A	SUR	COMPUTER	1
A2950	DELL LATITUDE E5540	N/A	SUR	COMPUTER	1
A3030	DELL LAT 15 5000 SERIES;	N/A	SUR	COMPUTER	1
A4172	DELL 5450 LAPTOP	N/A	SUR	EQUIPMENT	1
A3368	DELL LAPTOP LATITUDE 15	N/A	SUR	EQUIPMENT	1
A3662	DELL LATITUDE 15 5000	N/A	SUR	COMPUTER	1
A2692	DELL OPTIPLEX 3020	N/A	SUR	COMPUTER	1
A3045	DELL OPTIPLEX 3020 CPU	N/A	SUR	COMPUTER	1
A13767	E5570 - i5 - R; Dell Latitude	N/A	SUR	COMPUTER	1
A2853	VIEWSONIC PRO8520HD	N/A	SUR	COMPUTER	1
A2944	DELL LATITUDE E5540	N/A	SUR	COMPUTER	1
A2987	DELL LAT 15 5000 SERIES;	N/A	SUR	COMPUTER	1
A2923	DELL LATITUDE E5540	N/A	SUR	EQUIPMENT	1
A3034	DELL LAT 15 5000 SERIES;	N/A	SUR	EQUIPMENT	1
A2963	DELL LAT 15 5000 SERIES;	N/A	SUR	EQUIPMENT	1
A2572	DELL 15 E5530 STANDARD	N/A	SUR	EQUIPMENT	1
A3355	DELL LATITUDE 5540 SERIES	N/A	SUR	EQUIPMENT	1
A3361	DELL LATITUDE 5540 SERIES	N/A	SUR	EQUIPMENT	1
A5123	DELL LATITUDE 5000 SERIES	N/A	SUR	EQUIPMENT	1
A3353	DELL LATITUDE 5540 SERIES	N/A	SUR	EQUIPMENT	1
A3357	DELL LATITUDE 5540 SERIES	N/A	SUR	EQUIPMENT	1
A3362	DELL LATITUDE 5540 SERIES	N/A	SUR	EQUIPMENT	1
A3347	DELL LATITUDE 5540 SERIES	N/A	SUR	EQUIPMENT	1
A3348	DELL LATITUDE 5540 SERIES	N/A	SUR	EQUIPMENT	1
A3359	DELL LATITUDE 5540 SERIES	N/A	SUR	EQUIPMENT	1
A3363	DELL LATITUDE 5540 SERIES	N/A	SUR	EQUIPMENT	1
A3346	DELL LATITUDE 5540 SERIES	N/A	SUR	COMPUTER	1
A3354	DELL LATITUDE 5540 SERIES	N/A	SUR	COMPUTER	1
A3337	DELL LATITUDE 5540 SERIES	N/A	SUR	COMPUTER	1
A3342	DELL LATITUDE 5540 SERIES	N/A	SUR	COMPUTER	1
A3003	DELL LAT 15 5000 SERIES;	N/A	SUR	COMPUTER	1
A2986	DELL LAT 15 5000 SERIES;	N/A	SUR	COMPUTER	1
A3344	DELL LATITUDE 5540 SERIES	N/A	SUR	COMPUTER	1
A3340	DELL LATITUDE 5540 SERIES	N/A	SUR	COMPUTER	1
A3343	DELL LATITUDE 5540 SERIES	N/A	SUR	COMPUTER	1
A5020	TEACHER LAPTOPS: DELL	N/A	SUR	COMPUTER	1
A4977	TEACHER LAPTOPS: DELL	N/A	SUR	COMPUTER	1
A5014	TEACHER LAPTOPS: DELL	N/A	SUR	COMPUTER	1
A4999	TEACHER LAPTOPS: DELL	N/A	SUR	COMPUTER	1
A5037	TEACHER LAPTOPS: DELL	N/A	SUR	COMPUTER	1
A3740	DELL FACTORY RECERTIFIED	N/A	SUR	COMPUTER	1
A2683	DELL LATITUDE 15 -5000	N/A	SUR	COMPUTER	1
A3113	DELL E5540 LAPTOP COMPUT	N/A	SUR	COMPUTER	1
A4350	TEACHER LAPTOPS: DELL	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request 11/2021

			Site	Code	Qty
125119	DELL E5500LAPTOP UNIT	N/A	SUR	COMPUTER	1
A3784	LATITUDE 15 5000 SERIES -	N/A	SUR	COMPUTER	1
A2949	DELL LATITUDE E5540	N/A	SUR	COMPUTER	1
125136	DELL E5500LAPTOP	N/A	SUR	COMPUTER	1
A4291	TEACHER LAPTOPS:	N/A	SUR	COMPUTER	1
A3126	DELL E5540 LAPTOP COMPUT	N/A	SUR	COMPUTER	1
A4290	TEACHER LAPTOPS: DELL	N/A	SUR	EQUIPMENT	1
A4797	LATITUDE E5550, DELL	N/A	SUR	EQUIPMENT	1
A3830	DELL LAPTOPS LATITUDE	N/A	SUR	COMPUTER	1
A2998	DELL LAT 15 5000 SERIES;	N/A	SUR	COMPUTER	1
A2935	DELL LATITUDE E5540	N/A	SUR	COMPUTER	1
A3155	LATITUDE 15 5000 SERIES,	N/A	SUR	COMPUTER	1
127991	E5520 15 LAPTOP, GENUINE	N/A	SUR	COMPUTER	1
A4138	#5450, DELL 15 LATITUDE	N/A	SUR	COMPUTER	1
125220	DELL 780 DESKTOP COMPUTE	N/A	SUR	COMPUTER	1
A4124	DESK TOP COMPUTERS	N/A	SUR	COMPUTER	1
A5383	DELL E5550 LAPTOP	N/A	SUR	COMPUTER	1
A13720	E5570 Dell Latitude E5570 Intel C	N/A	SUR	EQUIPMENT	1
125418	DELL LATITUDE INTEL CORE 2	N/A	SUR	COMPUTER	1
128008	E5520 15 LAPTOP, GENUINE	N/A	SUR	COMPUTER	1
121544	CPX200 HITACHI PROJECTOR	N/A	SUR	COMPUTER	1
A3173	LATITUDE 15 5000 SERIES,	N/A	SUR	COMPUTER	1
128749	I PAD 2, 16GB- BLACK	N/A	SUR	COMPUTER	1
128750	I PAD 2, 16GB- BLACK	N/A	SUR	COMPUTER	1
A1487	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
A1498	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
A1500	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
A1507	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
A1514	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
A1517	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
A1518	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
A1519	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
A1521	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
A1523	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
A1524	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
128132	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
128186	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12509	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12521	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12751	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12775	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12753	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12768	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12787	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12794	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12827	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12826	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12704	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12669	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12601	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12605	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12852	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X12851	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
X1004	iPad 2 16GB with Wi-Fi	N/A	SUR	COMPUTER	1
128034	E5520 15 LAPTOP, GENUINE	N/A	SUR	COMPUTER	1
A4142	DELL 5450 LAPTOP	N/A	SUR	COMPUTER	1
A5288	DELL E5550 LAPTOP	N/A	SUR	COMPUTER	1
10475	TOSHIBA MOBILE PROJECTOR	N/A	SUR	COMPUTER	1
10477	TOSHIBA MOBILE PROJECTOR	N/A	SUR	COMPUTER	1
10479	TOSHIBA MOBILE PROJECTOR	N/A	SUR	COMPUTER	1

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			Site	Code	Qty
123235	HITACHI PROJECTOR	N/A			
123238	HITACHI PROJECTOR	N/A	SUR	COMPUTER	1
120009	OPTIPLEX 745 DESKTOP	N/A	SUR	COMPUTER	1
123202	DELL OPTIPLEX DESKTOP	N/A	SUR	COMPUTER	1
125132	DELL E5500LAPTOP	N/A	SUR	COMPUTER	1
127798	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
123243	LUMENS, DOC CAMERA	N/A	SUR	COMPUTER	1
127810	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
124610	DELL OPTIPLEX 760 DESKTOP	N/A	SUR	COMPUTER	1
124628	DELL OPTIPLEX 760 DESKTOP	N/A	SUR	COMPUTER	1
127806	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
A3872	#3020, DELL OPTIPLEX	N/A	SUR	COMPUTER	1
A2930	DELL LATITUDE E5540	N/A	SUR	COMPUTER	1
A5734	DELL OPTIPLEX 3020SFF	N/A	SUR	COMPUTER	1
127802	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
A5763	DELL OPTIPLEX 3020SFF	N/A	SUR	COMPUTER	1
124639	DELL OPTIPLEX 760 DESKTOP	N/A	SUR	COMPUTER	1
127796	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
A2629	OPTIPLEX 7010 DESKTOP	N/A	SUR	COMPUTER	1
120020	OPTIPLEX 745 DESKTOP	N/A	SUR	COMPUTER	1
A5769	DELL OPTIPLEX 3020SFF	N/A	SUR	COMPUTER	1
120519	HITACHI OPX251 - PROJECTOR	N/A	SUR	COMPUTER	1
122720	DELL 755 COMPUTER	N/A	SUR	COMPUTER	1
122753	DELL 755 COMPUTER	N/A	SUR	COMPUTER	1
126186	DELL COMPUTERS, OPTIPLEX	N/A	SUR	COMPUTER	1
122721	DELL 755 COMPUTER	N/A	SUR	COMPUTER	1
122761	DELL 755 COMPUTER	N/A	SUR	COMPUTER	1
125262	DELL OPTIPLEX 760 DESKTOP	N/A	SUR	COMPUTER	1
126164	DELL COMPUTERS, OPTIPLEX	N/A	SUR	COMPUTER	1
126165	DELL COMPUTERS, OPTIPLEX	N/A	SUR	COMPUTER	1
122755	DELL 755 COMPUTER	N/A	SUR	COMPUTER	3
122751	DELL 755 COMPUTER	N/A	SUR	COMPUTER	1
126141	DELL COMPUTERS, OPTIPLEX	N/A	SUR	COMPUTER	1
125273	DELL OPTIPLEX 760 DESKTOP	N/A	SUR	COMPUTER	1
126202	DELL COMPUTERS, OPTIPLEX	N/A	SUR	COMPUTER	1
122736	DELL 755 COMPUTER	N/A	SUR	COMPUTER	1
122442	D755, DELL OPTIPLEX DESKT	N/A	SUR	COMPUTER	1
125266	DELL OPTIPLEX 760 DESKTOP	N/A	SUR	COMPUTER	1
126191	DELL COMPUTERS, OPTIPLEX	N/A	SUR	COMPUTER	1
126167	DELL COMPUTERS, OPTIPLEX	N/A	SUR	COMPUTER	1
126197	DELL COMPUTERS, OPTIPLEX	N/A	SUR	COMPUTER	1
122717	DELL 755 COMPUTER	N/A	SUR	COMPUTER	1
122453	D755, DELL OPTIPLEX DESKT	N/A	SUR	COMPUTER	1
126142	DELL COMPUTERS, OPTIPLEX	N/A	SUR	COMPUTER	1
126139	DELL COMPUTERS, OPTIPLEX	N/A	SUR	COMPUTER	1
122762	DELL 755 COMPUTER	N/A	SUR	COMPUTER	1
126152	DELL COMPUTERS, OPTIPLEX	N/A	SUR	COMPUTER	1
N/A	#DD251OPL350, LYON PANEL	N/A	SUR	COMPUTER	1
A1776	9050N, HP LASERJET PRINTE	N/A	SUR	COMPUTER	1
A1749	HP LASERJET P3015N	N/A	SUR	COMPUTER	1
125118	DELL E5500LAPTOP UNIT	N/A	SUR	COMPUTER	1
127795	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
A3839	#3020, DELL OPTIPLEX	N/A	SUR	COMPUTER	1
A3840	#3020, DELL OPTIPLEX	N/A	SUR	COMPUTER	1
A3845	#3020, DELL OPTIPLEX	N/A	SUR	COMPUTER	1
A3852	#3020, DELL OPTIPLEX	N/A	SUR	COMPUTER	1
A3853	#3020, DELL OPTIPLEX	N/A	SUR	COMPUTER	1
A3855	#3020, DELL OPTIPLEX	N/A	SUR	COMPUTER	1
A3857	#3020, DELL OPTIPLEX	N/A	SUR	COMPUTER	1
A3858	#3020, DELL OPTIPLEX	N/A	SUR	EQUIPMENT	1

Oxnard School District
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			Site	Code	Qty
A3864	#3020, DELL OPTIPLEX	N/A			
A3867	#3020, DELL OPTIPLEX	N/A	SUR	COMPUTER	1
A5756	DELL OPTIPLEX 3020SFF	N/A	SUR	COMPUTER	1
A5753	DELL OPTIPLEX 3020SFF	N/A	SUR	COMPUTER	1
A5760	DELL OPTIPLEX 3020SFF	N/A	SUR	COMPUTER	1
A5749	DELL OPTIPLEX 3020SFF	N/A	SUR	COMPUTER	1
127799	OPTIPLEX 780 DESKTOP	N/A	SUR	EQUIPMENT	1
127797	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
A3865	#3020, DELL OPTIPLEX	N/A	SUR	COMPUTER	1
A5741	DELL OPTIPLEX 3020SFF	N/A	SUR	COMPUTER	1
A3934	# AB+2V3UPG-DST PROJECTO	N/A	SUR	COMPUTER	1
127895	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
A5217	DELL CERTIFIED BUSINESS	N/A	SUR	COMPUTER	1
A5219	DELL CERTIFIED BUSINESS	N/A	SUR	COMPUTER	1
121765	CPX201, HITACHI PROJECTOR	N/A	SUR	COMPUTER	1
123023	HITACHI CPX 206 PROJECTOR	N/A	SUR	COMPUTER	1
123025	HITACHI CPX 206 PROJECTOR	N/A	SUR	COMPUTER	1
123040	HITACHI CPX 206 PROJECTOR	N/A	SUR	COMPUTER	1
123041	HITACHI CPX 206 PROJECTOR	N/A	SUR	COMPUTER	1
123048	HITACHI CPX 206 PROJECTOR	N/A	SUR	COMPUTER	1
123052	HITACHI CPX 206 PROJECTOR	N/A	SUR	COMPUTER	1
10152	COMPUTER, DELL LATITUDE	N/A	SUR	COMPUTER	1
127780	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
127781	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
127784	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
127785	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
128063	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
127777	OPTIPLEX 780 DESKTOP	N/A	SUR	COMPUTER	1
A15532	#B11000000P, 43x19x43.3""H	N/A	SUR	COMPUTER	1
A5740	DELL OPTIPLEX 3020SFF	N/A	SUR	COMPUTER	1
A5770	DELL OPTIPLEX 3020SFF	N/A	SUR	COMPUTER	1
A5743	DELL OPTIPLEX 3020SFF	N/A	SUR	COMPUTER	1
127969	Laptop	N/A	SUR	COMPUTER	1
128041	Laptop	N/A	SUR	COMPUTER	1
A3276	Laptop	N/A	SUR	COMPUTER	1
A3188	Laptop	N/A	SUR	COMPUTER	1
A3188	Laptop	N/A	SUR	COMPUTER	1
A3211	Laptop	N/A	SUR	COMPUTER	1
A12521	Laptop	N/A	SUR	COMPUTER	1
A2276	CPU	N/A	SUR	COMPUTER	1
N/A	EATON UPS	GK302A0190	SUR	COMPUTER	1
N/A	EATON UPS	GK36A0114	SUR	COMPUTER	1
N/A	EATON UPS	GK346A0111	SUR	COMPUTER	1
N/A	EATON UPS	GK346A0112	SUR	COMPUTER	1
N/A	EATON UPS	GK351A0487	SUR	COMPUTER	1
A10297	EATON UPS	N/A	SUR	COMPUTER	1
A10370	EATON UPS	N/A	SUR	COMPUTER	1
A10366	EATON UPS	N/A	SUR	COMPUTER	1
A10360	EATON UPS	N/A	SUR	COMPUTER	1
A10358	EATON UPS	N/A	SUR	COMPUTER	1
A10362	EATON UPS	N/A	SUR	COMPUTER	1
A10369	EATON UPS	N/A	SUR	COMPUTER	1
A10367	EATON UPS	N/A	SUR	COMPUTER	1
A10352	EATON UPS	N/A	SUR	COMPUTER	1
A10371	EATON UPS	N/A	SUR	COMPUTER	5
A10372	EATON UPS	N/A	SUR	COMPUTER	1
A10361	EATON UPS	N/A	SUR	COMPUTER	1
A10303	EATON UPS	N/A	SUR	COMPUTER	1
A10304	EATON UPS	N/A	SUR	COMPUTER	1
A10299	EATON UPS	N/A	SUR	COMPUTER	5

Oxnard School District
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Tag #	Description	Serial #	Site	Code	Qty
A10309	EATON UPS	N/A	SUR	COMPUTER	1
A10310	EATON UPS	N/A	SUR	COMPUTER	1
A10312	EATON UPS	N/A	SUR	COMPUTER	1
A10295	EATON UPS	N/A	SUR	COMPUTER	1
A10296	EATON UPS	N/A	SUR	COMPUTER	1
A10298	EATON UPS	N/A	SUR	COMPUTER	1
A10308	EATON UPS	N/A	SUR	COMPUTER	1
A10311	EATON UPS	N/A	SUR	COMPUTER	1
A10307	EATON UPS	N/A	SUR	COMPUTER	1
A10305	EATON UPS	N/A	SUR	COMPUTER	1
A10262	EATON UPS	N/A	SUR	COMPUTER	1
A10135	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A14680	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10133	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10132	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10134	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10137	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A17409	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A17406	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A17404	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A17402	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A17403	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A17407	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A17408	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A17405	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A17401	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A17400	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A14523	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A16151	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A16149	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A16143	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10159	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A16154	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A16150	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A16144	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5977	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A14522	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5970	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5966	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10038	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5971	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10061	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5973	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10060	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5978	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5972	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5967	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5968	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10039	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5975	JUNIPER SWITCH	N/A	SUR	EQUIPMENT	1
A5969	JUNIPER SWITCH	N/A	SUR	EQUIPMENT	1
A5979	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5965	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5974	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10040	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A17389	EATON UPS	N/A	SUR	COMPUTER	1
A17390	EATON UPS	N/A	SUR	EQUIPMENT	1
A17388	EATON UPS	N/A	SUR	COMPUTER	1
A17392	EATON UPS	N/A	SUR	COMPUTER	1

Oxnard School District
Surplus Disposal Request 11/2021

Tag #	Description	Serial #	Site	Code	Qty
A17387	EATON UPS	N/A	SUR	COMPUTER	1
A17387	EATON UPS	N/A	SUR	COMPUTER	1
A16153	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A16152	JUNIPER SWITCH	N/A	SUR	EQUIPMENT	1
A14678	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A14683	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A14681	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10160	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10155	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10156	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10152	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5908	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10158	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A14289	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A14524	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10154	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A14525	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A14993	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10153	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10151	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10157	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10272	EATON UPS	N/A	SUR	COMPUTER	1
A10379	EATON UPS	N/A	SUR	COMPUTER	1
A10317	EATON UPS	N/A	SUR	COMPUTER	1
A14453	EATON UPS	N/A	SUR	COMPUTER	1
A4598	EATON UPS	N/A	SUR	COMPUTER	1
A14482	EATON UPS	N/A	SUR	COMPUTER	1
A14481	EATON UPS	N/A	SUR	COMPUTER	1
A10326	EATON UPS	N/A	SUR	COMPUTER	1
A13025	EATON UPS	N/A	SUR	COMPUTER	1
A10377	EATON UPS	N/A	SUR	COMPUTER	1
A10318	EATON UPS	N/A	SUR	COMPUTER	1
A14479	EATON UPS	N/A	SUR	COMPUTER	1
A10278	EATON UPS	N/A	SUR	COMPUTER	1
A10277	EATON UPS	N/A	SUR	COMPUTER	1
A10376	EATON UPS	N/A	SUR	COMPUTER	1
A14488	EATON UPS	N/A	SUR	COMPUTER	1
A14486	EATON UPS	N/A	SUR	COMPUTER	1
A10320	EATON UPS	N/A	SUR	COMPUTER	1
127851	CPU	N/A	SUR	COMPUTER	1
A12545	CPU	N/A	SUR	COMPUTER	1
A12546	CPU	N/A	SUR	COMPUTER	1
A12933	CPU	N/A	SUR	COMPUTER	1
A12544	CPU	N/A	SUR	COMPUTER	1
A10842	EATON UPS	N/A	SUR	COMPUTER	1
A5992	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A16128	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5999	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5993	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5997	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5994	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10099	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5998	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10097	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10096	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5996	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5990	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A5991	JUNIPER SWITCH	N/A	SUR	COMPUTER	1
A10098	JUNIPER SWITCH	N/A	SUR	COMPUTER	1

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres

Date of Meeting: November 17, 2021

Agenda Section: Section C: Consent Agenda

Personnel Actions (Torres/Batista/Nair)

The attached are recommended Personnel Actions presented to the Board of Trustees for consideration. The salary placement for the individuals employed will be in accordance with the salary regulations of the District. Personnel Actions include: New hires, transfers, pay changes, layoffs, recall from layoffs, resignations, retirements, authorizations and leaves of absence.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources, the Director, Certificated Human Resources, and the Director, Classified Human Resources that the Board of Trustees approve the Personnel Actions as presented.

ADDITIONAL MATERIALS:

Attached: [Personnel Actions 11.17.2021 \(3 pgs\).pdf](#)

CERTIFICATED PERSONNEL ACTIONS

Listed below are recommended Certificated Personnel Actions presented to the Board of Trustees for consideration. The salaries for the individuals employed will be determined, in accordance with the salary regulations of the District.

New Hires

Arevalo, Alex	Intervention Specialist Provider	2021/2022 School Year
Colton, Ilene	Intervention Specialist Provider	2021/2022 School Year
Garcia, Cassaundra	Intervention Specialist Provider	2021/2022 School Year
Kubilos, Daniel	Intervention Specialist Provider	2021/2022 School Year
Melendez, Jasmine	SPED Moderate to Severe	2021/2022 School Year
Aguilera, Andrea	Substitute Teacher	2021/2022 School Year
Cox, Brian	Substitute Teacher	2021/2022 School Year
Douglas, Melissa	Substitute Teacher	2021/2022 School Year
Duran, Elizabeth	Substitute Teacher	2021/2022 School Year
Figueroa, LaRay	Substitute Teacher	2021/2022 School Year
Garcia, Steve	Substitute Teacher	2021/2022 School Year
Jimenez, Jasmine	Substitute Teacher	2021/2022 School Year
Quire, Nevada	Substitute Teacher	2021/2022 School Year
Reich, Moshe	Substitute Teacher	2021/2022 School Year
Reimel, Linda	Substitute Teacher	2021/2022 School Year

Resignation

Mares, Susan	Teacher	November 17, 2021
Napoles, Ruben	Teacher	November 9, 2021

New Hire

Ayala, Jose	Technology Services Technician, Position #9939 Information Technology 8.0 hrs./221 days	10/20/2021
Franco, Angela L.	Paraeducator II, Position #9304 Frank 5.75 hrs./183 days	11/01/2021
Garcia, Manuel	Warehouse Worker/Delivery Driver, Position #1208 Warehouse 8.0 hrs./246 days	10/25/2021
Herrera, Alberto A.	Campus Assistant, Position #6660 Curren 5.75 hrs./180 days	10/20/2021
Johnson, Alyah N.	Health Care Technician, Position #10272 Pupil Services 7.0 hrs./183 days	11/01/2021
Magana, Mayra	Human Resources Manager, Position #10693 Certificated Human Resources 8.0 hrs./246 days	10/29/2021
Meza, Candice R.	Custodian, Position #10474 Facilities 8.0 hrs./246 days	10/25/2021
Ochoa, Yanelly	Campus Assistant, Position #3019 Marshall 4.5 hrs./180 days	11/01/2021
Ramirez, America	Campus Assistant, Position #3064 Harrington 4.5 hrs./180 days	10/19/2021
Ruiz, Alexandria F.	Paraeducator II, Position #7844 Pupil Services 5.75 hrs./183 days	11/01/2021

Limited Term/Substitute

Amaya, Michelle	Clerical (substitute)	10/25/2021
Carrillo Ramos, Guillermina	Custodian (substitute)	10/25/2021
Cazares, Esthela	Clerical (substitute)	10/25/2021
Guerrero, Gilbert M.	Custodian (substitute)	09/01/2021
Martinez Hernandez, Miriam R.	Clerical (substitute)	10/04/2021

Promotion

Cervantes Godinez, Maria F.	Paraeducator II, Position #9766 Marina West 5.75 hrs./183 days Paraeducator I, Position #7275 Elm 3.167 hrs./183 days	10/25/2021
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Reemployment

May, Raquel E.	Office Assistant II, Position #2056 Child Nutrition Services 6.0 hrs./203 days	11/01/2021
Morones, Maria I.	Office Assistant II, Position #10614 Chavez 8.0 hrs./203 days	11/15/2021
Paz, Lorena	Office Assistant II, Position #10625 Marshall 8.0 hrs./203 days	11/01/2021
Trejo, Leticia	Office Assistant II, Position #10629 Ritchen 8.0 hrs./203 days	11/15/2021

Transfer

Ambriz, Diane R.	Office Assistant II, Position #10618 Frank 8.0 hrs./203 days	11/01/2021
	Office Assistant II, Position #10038 Frank 8.0 hrs./203 days	
Menchaca, Nancy G.	Paraeducator III, Position #2105 Special Education 8.0 hrs./183 days	09/13/2021
	Paraeducator III, Position #8472 McAuliffe 5.75 hrs./183 days	
Mendoza, Maria T.	Office Assistant II, Position #10627 McKinna 8.0 hrs./203 days	
	Office Assistant II, Position #9727 Marshall 6.0 hrs./203 days	
Tirado, Daniel F.	Custodian, Position #1046 Ramona 8.0 hrs./246 days	11/01/2021
	Custodian, Position #39 District Office 8.0 hrs./246 days	

Release from Probation

11186	Secretary, Position #1357 Enrollment Center 8.0 hrs./246 days	10/26/2021
11187	Library Media Technician, Position #1849 Elm 5.0 hrs./190 days	10/20/2021

Termination – Job Abandonment

11018	Paraeducator II, Position #9197 Driffill 5.75 hrs./183 days	10/08/2021
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Resignation

Adams, Nicholas J.	Campus Assistant, Position #2983 Frank 5.25 hrs./180 days	10/22/2021
Jordan, Sarah	Paraeducator – Hearing Impaired, Position #9499 San Miguel 5.75 hrs./183 days	10/22/2021
Sepulveda, Yvonne Q.	Paraeducator III, Position #2883 Special Education 5.75 hrs./183 days	10/28/2021
Vivanco, Regina R.	Outreach Specialist, Position #2687 McAuliffe 8.0 hrs./180 days	11/04/2021

Retirement

Balam, Albert D.	Custodian, Position #1609 Marshall 8.0 hrs./246 days	11/30/2021
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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres

Date of Meeting: November 17, 2021

Agenda Section: Section C: Consent Agenda

Establishment and Abolishment of Positions (Torres/Nair)

Establish

an eight-hour 183-day Paraeducator III position number 2105 to be established in the Special Education department. This position will be established to provide district-wide behavior support (it was abolished in error in September 2021).

a four-hour 180-day Campus Assistant position number 10745 to be established at Lemonwood school. This position will be established to provide additional supervision on campus due to adjustments to lunch and recess periods per COVID-19 guidelines.

Abolish

a five hour and forty-five-minute 183-day Paraeducator III position number 8473 to be abolished at Brekke school. This position will be abolished due to lack of work.

a five hour and forty-five-minute 183-day Paraeducator III position number 5608 to be abolished at Rose Avenue school. This position will be abolished due to lack of work.

FISCAL IMPACT:

Cost for 3 Paraeducator IIIs: \$119,066 Special Education funds

Cost for 1 Campus Assistant: \$16,474 General funds

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources and the Director of Classified Human Resources that the Board of Trustees approve the establishment and abolishment of positions as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section C: Academic Agreement

Approval of Agreement #21-149 – Read.Write.Think., LLC (DeGenna/Cordes)

Read.Write.Think., LLC will provide professional development to Lemonwood K-8 staff in the area of English instruction.

Term of Agreement: November 18, 2021 through June 30, 2022

FISCAL IMPACT:

Not to exceed \$21,978.00 – Title III

RECOMMENDATION:

It is the recommendation of the Principal, Lemonwood School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #21-149 with Read.Write.Think., LLC.

ADDITIONAL MATERIALS:

Attached: [Agreement #21-149, Read.Write.Think., LLC \(5 Pages\)](#)
[Certificate of Insurance \(1 Page\)](#)

Services Agreement



This Services Agreement (this "Agreement"), dated as of November 17, 2021 (the "Effective Date"), is by and between Read Write Think, LLC, a CA limited liability company, with offices located at 2020 Delaware Avenue, Santa Monica, CA 90404 ("Service Provider") and Lemonwood School ("Customer" and together with Service Provider, the "Parties", and each a "Party").

WHEREAS Service Provider has the capability and capacity to provide certain ongoing learning services and educator-related consulting services;

WHEREAS Customer desires to retain Service Provider to provide the said services, and Service Provider is willing to perform such services under the terms and conditions hereinafter set forth; and

WHEREAS the Parties desire to formally document the ongoing relationship between the two parties and replace any informal email exchanges and verbal agreements that may have been made between the Parties.

NOW, THEREFORE, in consideration of the mutual covenants and agreements hereinafter set forth and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Service Provider and Customer agree as follows:

1. Services. Service Provider shall provide, upon request by Customer, the services identified in the "Statement of Work" attached as Exhibit A (the "Services").

2. Service Provider Obligations. Service Provider shall:

2.1 Designate Renee Houser as the primary contact to act as its authorized representative with respect to all matters pertaining to this Agreement ("Service Provider Contact").

2.2 Utilize, as needed and only with permission of Customer, contractors or employees of Customer to assist in performing the Services. Contractors or employees of Customers shall not be contractors nor employees of Service Provider, nor shall have any right to any Payments under this Agreement.

2.3 Maintain complete and accurate records relating to the provision of the Services under this Agreement, including records of the time spent and materials used by Service Provider in providing the Services.

2.4 Require that the Service Provider Contact respond promptly to any reasonable requests from Customer for instructions, information, or approvals required by Service Provider to provide the Services.

2.5 Cooperate with Customer in its performance of the Services.

2.6 Maintain qualifications and if required, licenses and/or certifications, to provide the Services and will maintain such qualifications during the term of this Agreement.

2.7 MAKE NO WARRANTIES EXCEPT FOR THAT PROVIDED IN THIS SECTION 2, ABOVE. ALL OTHER WARRANTIES, EXPRESS AND IMPLIED, ARE EXPRESSLY DISCLAIMED.

3. Customer Obligations. Customer shall:

3.1 Designate one of its employees to serve as its primary contact with respect to this Agreement and to act as its authorized representative with respect to matters pertaining to this Agreement (the "Customer Contact"), with such designation to remain in force unless and until a successor Customer Contact is appointed.

3.2 Require that the Customer Contact respond promptly to any reasonable requests from Service Provider for instructions, information, or approvals required by Service Provider to provide the Services.

3.3 Cooperate with Service Provider in its performance of the Services and provide access to Customer's premises, employees, contractors, and equipment as required to enable Service Provider to provide the Services.

3.4 Take all steps necessary, including obtaining any required licenses or consents, to prevent Customer-caused delays in Service Provider's provision of the Services.

4. Fees and Expenses.

4.1 In consideration of the provision of the Services by the Service Provider and the rights granted to Customer under this Agreement, Customer shall pay Service Provider \$21,978; provided, however, that any amounts paid may be increased by written consent of the Customer. Payment to Service Provider of such fees pursuant to this Section 4 shall constitute payment in full for the performance of the Services. Said fee shall be paid within thirty (30) days of receipt of an invoice by the Customer.

4.2 Service Provider shall be entitled to suspend the provision of any Services if the Customer fails to pay any undisputed fees when due hereunder and such failure continues for thirty (30) days following written notice thereof.

5. Intellectual Property, Appearance and Release. All intellectual property rights in any proprietary knowledge, templates, worksheets, survey or other deliverables created prior to, or independent of, this Agreement, whether or not used to provide the Services (collectively, "Intellectual Property Rights") shall be owned by Service Provider. Service Provider hereby agrees that Customer has the right to photograph, tape, film, record (audio and/or video), or otherwise create audio-visual materials (the results and products of which are collectively, "Reproductions") which display, duplicate or reproduce performances and appearances in connection with the Services (including, without limitation, photographs and so-called "behind-the-scenes" and "making-of" audio and audio-visual recordings). Service Provider hereby grants to Customer the right to use, embody, and promote Service Provider's name, voice, photograph, likeness, appearance and activities in connection with the Reproductions and the exclusive right to use, edit, exhibit, reproduce, and distribute the Reproductions. Service Provider hereby irrevocably and perpetually assigns to Customer all rights, title, and interest of any kind or nature (including any and all copyrights therein throughout the universe, in and to such Reproductions, and further waives any right of inspection or approval of the Reproductions, or any edits, or the means or manners in which the Reproductions may be distributed. Nothing contained herein shall be deemed by Service Provider to assign or grant the right to the Customer to produce derivatives of the Reproductions, sell or further exploit the Reproductions to any future audiences, nor granting to Customer any rights to the Intellectual Property Rights.

6. Confidentiality. From time to time during the Term of this Agreement, either Party (as the "Disclosing Party") may disclose or make available to the other Party (as the "Receiving Party"), non-public, proprietary, and confidential information of Disclosing Party ("Confidential Information"); provided, however, that Confidential Information does not include any information that: (a) or becomes generally available to the public other than as a result of Receiving Party's breach of this Section 6; (b) is or becomes available to the Receiving Party on a non-confidential basis from a third-party source, provided that such third party

not and was not prohibited from disclosing such Confidential Information; (c) was in Receiving Party's possession prior to Disclosing Party's disclosure hereunder; or (d) was or is independently developed by Receiving Party without using any Confidential Information. The Receiving Party shall: (x) protect and safeguard the confidentiality of the Disclosing Party's Confidential Information with at least the same degree of care as the Receiving Party would protect its own Confidential Information, but in no event with less than a commercially reasonable degree of care; (y) not use the Disclosing Party's Confidential Information, or permit it to be accessed or used, for any purpose other than to exercise its rights or perform its obligations under this Agreement; and (z) not disclose any such Confidential Information to any person or entity, except to the Receiving Party's Group who need to know the Confidential Information to assist the Receiving Party, or act on its behalf, to exercise its rights or perform its obligations under this Agreement.

If the Receiving Party is required by applicable law or legal process to disclose any Confidential Information, it shall, prior to making such disclosure, use commercially reasonable efforts to notify Disclosing Party of such requirements to afford Disclosing Party the opportunity to seek, at Disclosing Party's sole cost and expense, a protective order or other remedy.

7. Term, Termination, and Survival.

7.1 This Agreement shall commence as of the Effective Date and shall continue thereafter until the end of the corresponding school year, unless sooner terminated pursuant to Section 7.2 or Section 7.3.

7.2 Customer may terminate this Agreement upon thirty (30) days' notice granted to the Service Provider.

7.3 The rights and obligations of the Parties set forth in this Section 7 and in Sections 2.6, 5, 6, 8, 16 and 17 and any right or obligation of the parties in this Agreement which, by its nature, should survive termination or expiration of this Agreement, will survive any such termination or expiration of this Agreement.

8. Limitation of Liability.

8.1 IN NO EVENT SHALL SERVICE PROVIDER BE LIABLE TO CUSTOMER OR TO ANY THIRD PARTY FOR ANY LOSS OF USE, REVENUE, OR PROFIT, OR FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, SPECIAL, OR PUNITIVE DAMAGES WHETHER ARISING OUT OF BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, REGARDLESS OF WHETHER SUCH DAMAGE WAS FORESEEABLE AND WHETHER OR NOT SERVICE PROVIDER HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, AND NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE.

8.2 IN NO EVENT SHALL SERVICE PROVIDER'S AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO THIS AGREEMENT, WHETHER ARISING OUT OF OR RELATED TO BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, EXCEED THE AGGREGATE AMOUNTS PAID OR PAYABLE TO SERVICE PROVIDER PURSUANT TO THIS AGREEMENT IN THE ONE YEAR PERIOD PRECEDING THE EVENT GIVING RISE TO THE CLAIM.

9. Entire Agreement. This Agreement constitutes the sole and entire agreement of the Parties with respect to the subject matter contained herein, and supersedes all prior and contemporaneous understandings, agreements, representations and warranties, both written and oral, regarding such subject matter.

10. Severability. If any term or provision of this Agreement is found by a court of competent jurisdiction to be invalid, illegal or unenforceable in any jurisdiction, such invalidity, illegality or unenforceability shall not affect any other term or provision of this Agreement or invalidate or render unenforceable such term or provision in any other jurisdiction.

11. Amendments. No amendment to or modification of this Agreement is effective unless it is in writing and signed by each Party.

12. Waiver. No waiver by any Party of any of the provisions of this Agreement shall be effective unless explicitly set forth in writing and signed by the Party so waiving.

13. Assignment. Neither Party shall assign, transfer, delegate nor subcontract any of its rights or delegate any of its obligations under this Agreement without the prior written consent of the other Party. Any purported assignment or delegation in violation of this Section 13 shall be null and void. No assignment or delegation shall relieve either Party of any of its obligations under this Agreement.

14. Successors and Assigns. This Agreement is binding on and inures to the benefit of the Parties to this Agreement and their respective permitted successors and permitted assigns.

15. Relationship of the Parties. The relationship between the parties is that of independent contractors. The details of the method and manner for performance of the Services by Service Provider shall be under its own control, Customer being interested only in the results thereof. The Service Provider shall be solely responsible for supervising, controlling and directing the details and manner of the completion of the Services. Nothing in this Agreement shall give the Customer the right to instruct, supervise, control, or direct the details and manner of the completion of the Services. The Services must meet the Customer's final approval and shall be subject to the Customer's general right of inspection throughout the performance of the Services and to secure satisfactory final completion. Nothing contained in this Agreement shall be construed as creating any agency, partnership, joint venture or other form of joint enterprise, employment or fiduciary relationship between the parties, and neither party shall have authority to contract for or bind the other party in any manner whatsoever.

16. No Third-Party Beneficiaries. This Agreement benefits solely the Parties to this Agreement and their respective permitted successors and assigns and nothing in this Agreement, express or implied, confers on any other Person any legal or equitable right, benefit or remedy of any nature whatsoever under or by reason of this Agreement.

17. Choice of Law. This Agreement and all related documents are governed by, and construed in accordance with, the laws of the State of North Carolina, United States of America.

18. Counterparts. This Agreement may be executed in counterparts, each of which is deemed an original, but all of which together are deemed to be one and the same agreement.

19. Force Majeure. The Service Provider shall not be liable or responsible to Customer, nor be deemed to have defaulted or breached this Agreement, for any failure or delay in fulfilling or performing any term of this Agreement when and to the extent such failure or delay is caused by or results from acts or circumstances beyond the reasonable control of Service Provider including, without limitation, acts of God, flood, fire, earthquake, explosion, governmental actions, war, invasion or hostilities (whether war is declared or not), terrorist threats or acts, riot, or other civil unrest, national emergency, revolution, insurrection, epidemic, lock-outs, strikes or other labor disputes (whether or not relating to either party's workforce), or restraints or delays affecting carriers or inability or delay in obtaining supplies of adequate or suitable materials, materials or telecommunication breakdown or power outage, provided that, if the event in question continues for a continuous period in excess of thirty (30) days, Customer shall be entitled to give notice in writing to Service Provider to terminate this Agreement.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed as of the Effective Date by their respective duly authorized officers.

EXHIBIT A
Statement of Work

Grades K-2: 18 hours with Kristi Mraz
Grades 3-5: 30 hours with Erin Donelson

Grades 6-8 ELA Team: 18 hours with Renee Houser

Dates to be determined

To indicate your acceptance of the above, sign electronically below.

Lisa A. Franz, Director, Purchasing

READ. WRITE. THINK.



Certificate of Liability Insurance

Business Policy Number BP1003267		Account Number Not Provided	
Policy Effective Date 09/08/2021		Policy Expiration Date 09/08/2022	
Insured Business Name or DBA Read. Write. Think., LLC 2020 Delaware Ave 4 Santa Monica, CA 90404		Agency Twfg Insurance Services LLC Twfg Services & Ins Sales 12304 Santa Monica Blvd #320b Los Angeles, CA 90025-2551	Certificate Date 10/22/2021
Insurer Providing Coverage Stillwater Insurance Company NAIC Number 25180 PO Box 45126 Jacksonville, FL 32232-5126		Certificate Holder Oxnard School District 1051 South A Street Oxnard, CA 93030	
Type of Insurance		Limits	
X	General Liability	General Liability - per occurrence	\$1,000,000
		General Liability - aggregate	\$2,000,000
		Products - Completed Operations	\$2,000,000
X	Personal & Advertising Injury	Limits included within General Liability limits above	Included
NA	Hired Auto & Non-Owned Auto	Limits not included within General Liability limits above	No Coverage
NA	Professional Liability	Limits not included within General Liability limits above	No Coverage
X	Medical Expense	Medical Expense - any one person	\$10,000
NA	Employment Practices	Liability - aggregate, with 3rd party coverage, including defense costs	No Coverage
NA	Cyber Suite Enhanced	Liability - aggregate, with 3rd party data, network and electronic media compromise, including defense costs	No Coverage
X	Damages to Premises Rented to You	Liability - aggregate	\$100,000
SPECIAL PROVISION			
EVENT OR ACTIVITY			
THIS CERTIFICATE OF INSURANCE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AMEND, EXTEND OR ALTER THE COVERAGE, TERMS, EXCLUSIONS AND CONDITIONS AFFORDED BY THE POLICIES REFERENCED HEREIN. CERTIFICATE HOLDER IS GRANTED NO RIGHTS BY THIS FORM.			
WE CERTIFY AS OF CERTIFICATE'S DATE, DESCRIBED POLICY WAS ISSUED TO INSURED NAMED FOR THE INDICATED POLICY PERIOD. INSURANCE IS SUBJECT TO ALL POLICY TERMS, EXCLUSIONS AND CONDITIONS.		AUTHORIZED REPRESENTATIVE 	

SB DS 04 10 20

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section C: Academic Agreement

Approval of Agreement #21-150 – Ransom Education Consulting (DeGenna/Fox)

Ransom Education Consulting will provide two (2) 90-minute scientific writing/literacy professional development workshops for 6th-8th grade teachers related to the adopted McGraw-Hill Inspire Science curriculum.

Term of Agreement: November 18, 2021 through June 30, 2022

FISCAL IMPACT:

\$1,200.00 – (Cost to be covered by the NOAA B-WET Grant)

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #21-150 with Ransom Education Consulting.

ADDITIONAL MATERIALS:

Attached: [Agreement-MOU #21-150, Ransom Education Consulting \(1 Page\)](#)

**Agreement/Memorandum of Understanding (“MOU”) #21-150
between
Oxnard School District (“OSD”)
and
Ransom Education Consulting**

1. Purpose. This MOU is entered into for the purpose of establishing the terms of the MOU by and between OSD and Ransom Education Consulting, in order for Ransom Education Consulting to provide professional development services for OSD teachers.

2. Term. The Term of this contract is for the spring semester, January 1, 2022 - June 30, 2022.

3. Billing. The amount due to Ransom Education Consulting as part of this MOU is \$1,200.00 total for the two (2) 90-minute workshops to be held in the spring semester.

4. Severability Clause. If any provision of this MOU is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire MOU will be severable and remain in effect.

5. All Other Conditions. All other Conditions of the Original Agreement remain in place.

6. Written Notice. Notices required under this Contract will be valid when mailed first class postage, delivered electronically, or personally delivered to the following representatives, as indicated below.

For OSD:
Lisa A. Franz
Director, Purchasing
Oxnard School District
1051 South “A” Street
Oxnard, CA 93030
lfranz@oxnardsd.org

For Ransom Education Consulting:
Ann Marostica Ransom
Executive Director/Owner
Ransom Education Consulting
688 Owens River Dr.
Oxnard CA 93036
anniemransom@gmail.com

Oxnard School District:

Ransom Education Consulting:

Signature

Signature

Date

Date

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section C: Academic Agreement

Approval of Agreement # 21-151 - RAMSE Group (DeGenna/Cordes)

Daryton A. Ramsey of RAMSE Group will design and deliver customized professional learning and coaching support using an Action Lab model. This includes ongoing coaching, design, implementation, and evaluation of Professional Learning Community (PLC) practices as thought partners with the Administration Leadership Teams (ALT, Principal, Asst. Principal).

Term of Agreement: November 18, 2021 through June 30, 2022

FISCAL IMPACT:

\$11,200.00 – Title 1

RECOMMENDATION:

It is the recommendation of the Principal, Lemonwood School, and the Assistant Superintendent, Educational Services, that the Board of Trustees approve Agreement #21-151 with RAMSE Group.

ADDITIONAL MATERIALS:

Attached: [Agreement #21-151, RAMSE Group \(13 Pages\)](#)
[Proposal \(2 Pages\)](#)
[Certificate of Insurance \(1 Page\)](#)

OXNARD SCHOOL DISTRICT

Agreement #21-151

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 27th day of November 2021 by and between the Oxnard School District (“District”) and Daryton A. Ramsey/RAMSE Group (“Consultant”). District and Consultant are sometimes hereinafter individually referred to as “Party” and hereinafter collectively referred to as the “Parties.”

RECITALS

A. District is authorized by *California Government Code* Section 53060, and Board Policy 4368, to contract with independent contractors for the furnishing of services concerning financial, economic, accounting, engineering, legal, administrative and other matters. District has sought, by issuance of a Request for Proposals or Invitation for Bids, the performance of the Services, as defined and described particularly on **Exhibit A**, attached to this Agreement.

B. Following submission of a proposal or bid for the performance of the Services, Consultant was selected by the District to perform the Services.

C. The Parties desire to formalize the selection of Consultant for performance of the Services and desire that the terms of that performance be as particularly defined and described herein.

OPERATIVE PROVISIONS

NOW, THEREFORE, in consideration of the mutual promises and covenants made by the Parties and contained here and other consideration, the value and adequacy of which are hereby acknowledged, the parties agree as follows:

1. **Incorporation of Recitals and Exhibits.** The Recitals set forth above and all exhibits attached to this Agreement, as hereafter amended, are incorporated by this reference as if fully set forth herein.

2. **Term of Agreement.** Subject to earlier termination as provided below, this Agreement shall remain in effect from November 18, 2021 through June 30, 2022 (the “Term”). This Agreement may be extended only by amendment, signed by the Parties, prior to the expiration of the Term.

3. **Time for Performance.** The scope of services set forth in **Exhibit A** shall be completed during the Term pursuant to the schedule specified **Exhibit A**. Should the scope of services not be completed pursuant to that schedule, the Consultant shall be deemed to be in Default as provided below. The District, in its sole discretion, may choose not to enforce the Default provisions of this Agreement and may instead allow Consultant to continue performing the Services.

4. **Compensation and Method of Payment.** Subject to any limitations set forth below or elsewhere in this Agreement, District agrees to pay Consultant the amounts specified in **Exhibit B** “Compensation”. The total compensation shall not exceed Eleven Thousand Two Hundred Dollars and No Cents (\$11,200.00), unless additional compensation is approved in writing by the District.

- a. Each month Consultant shall furnish to District an original invoice for all work performed and expenses incurred during the preceding month. The invoice shall detail charges by the following categories: labor (by sub-category), travel, materials, equipment, supplies, and sub-consultant contracts. Sub-consultant charges, if any, shall be detailed by the following categories: labor, travel, materials, equipment and supplies. District shall independently review each invoice submitted by the Consultant to determine whether the work performed and expenses incurred are in compliance with the provisions of this Agreement. In the event that no charges or expenses are disputed, the invoice shall be approved and paid according to the terms set forth in subsection b. In the event any charges or expenses are disputed by District, the original invoice shall be returned by District to Consultant for correction and resubmission.
- b. Except as to any charges for work performed or expenses incurred by Consultant which are disputed by District, District will use its best efforts to cause Consultant to be paid within forty-five (45) days of receipt of Consultant's correct and undisputed invoice.
- c. Payment to Consultant for work performed pursuant to this Agreement shall not be deemed to waive any defects in work performed by Consultant.

5. **Termination.** This Agreement may be terminated at any time by mutual agreement of the Parties or by either Party as follows:

- a. District may terminate this Agreement, with or without cause, at any time by giving thirty (30) days written notice of termination to Consultant. In the event such notice is given, Consultant shall cease immediately all work in progress; or
- b. Consultant may terminate this Agreement for cause at any time upon thirty (30) days written notice of termination to District.

6. **Inspection and Final Acceptance.** District may, at its discretion, inspect and accept or reject any of Consultant's work under this Agreement, either during performance or when within sixty (60) days after submitted to District. If District does not reject work by a timely written explanation, Consultant's work shall be deemed to have been accepted. District's acceptance shall be conclusive as to such work except with respect to latent defects, fraud and such gross mistakes as amount to fraud. Acceptance of any of Consultant's work by District shall not constitute a waiver of any of the provisions of this Agreement including, but not limited to indemnification and insurance provisions.

7. **Default.** Failure of Consultant to perform any Services or comply with any provisions of this Agreement may constitute a default. The District may give notice to Consultant of the default and the reasons for the default. District shall not have any obligation or duty to continue compensating Consultant for any work performed after the date of the notice until the default is cured. The notice shall include the timeframe in which Consultant may cure the default. This timeframe is presumptively thirty (30) days, but may be extended, though not reduced, at the discretion of the District. During the period of time that Consultant is in default, the District shall hold all invoices and shall, when the default is cured, proceed with payment on the invoices. In the alternative, the District may, in its sole discretion, elect to pay some or all of the outstanding invoices during the period of default. If Consultant does not cure the default, the District may terminate this Agreement as provided above. Any failure on the part of the District to give notice of the Consultant's default shall not be deemed to result in a waiver of the District's legal rights or any rights arising out of any provision of this Agreement.

8. **Ownership of Documents.** All maps, models, designs, drawings, photographs, studies, surveys, reports, data, notes, computer files, files and other documents prepared, developed or discovered by Consultant in the course of providing any services pursuant to this Agreement (collectively and individually, the "Documents") shall

become the sole property of District and may be used, reused or otherwise disposed of by District without the permission of the Consultant. Upon completion, expiration or termination of this Agreement, Consultant shall turn over to District all such Documents.

9. **Use of Documents by District.** If and to the extent that District utilizes for any purpose not related to this Agreement any Documents, Consultant's guarantees and warrants related to Standard of Performance under this Agreement shall not extend to such use of the Documents.

10. **Consultant's Books and Records.** Consultant shall maintain any and all documents and records demonstrating or relating to Consultant's performance of services pursuant to this Agreement for a minimum of three years after termination or expiration of this Agreement, or longer if required by law.

- a. Consultant shall maintain any and all ledgers, books of account, invoices, vouchers, canceled checks, or other documents or records evidencing or relating to work, services, expenditures and disbursements charged to District pursuant to this Agreement for a minimum of three years, or longer if required by law, all in accordance with generally accepted accounting principles and with sufficient detail so as to permit an accurate evaluation of the services provided by Consultant pursuant to this Agreement.
- b. Any and all such records or documents shall be made available for inspection, audit and copying, at any time during regular business hours, upon request by District or its designated representative. Copies of such documents or records shall be provided directly to the District for inspection, audit and copying when it is practical to do so; otherwise, unless an alternative is mutually agreed upon, such documents and records shall be made available at Consultant's address indicated for receipt of notices in this Agreement.
- c. District has the right to acquire custody of such records by written request if Consultant decides to dissolve or terminate its business. Consultant shall deliver or cause to be delivered all such records and documents to District within sixty (60) days of receipt of the request.

11. **Independent Contractor.** Consultant is and shall at all times remain a wholly independent contractor and not an officer, employee or agent of District.

- a. The personnel performing the services under this Agreement on behalf of Consultant shall at all times be under Consultant's exclusive direction and control. Consultant, its agents or employees shall not at any time or in any manner represent that Consultant or any of Consultant's officers, employees, or agents are in any manner officials, officers, employees or agents of District. Neither Consultant, nor any of Consultant's officers, employees or agents, shall, by virtue of services rendered under this Agreement, obtain any rights to retirement, health care or any other benefits which may otherwise accrue to District's employees. Consultant will be responsible for payment of all Consultant's employees' wages, payroll taxes, employee benefits and any amounts due for federal and state income taxes and Social Security taxes since these taxes will not be withheld from payment under this agreement.
- b. Consultant shall have no authority to bind District in any manner, or to incur any obligation, debt or liability of any kind on behalf of or against District, whether by contract or otherwise, unless such authority is expressly conferred in writing by District, or under this Agreement.

12. **Standard of Performance.** Consultant represents and warrants that it has the qualifications, experience and facilities necessary to properly perform the services required under this Agreement in a thorough, competent and professional manner. Consultant shall at all times faithfully, competently and to the best of its ability, experience and talent, perform all services described herein. In meeting its obligations under this Agreement,

Consultant shall employ, at a minimum, generally accepted standards and practices utilized by persons engaged in providing services similar to those required of Consultant under this Agreement.

13. **Confidential Information.** All information gained during performance of the Services and all Documents or other work product produced by Consultant in performance of this Agreement shall be considered confidential. Consultant shall not release or disclose any such information, Documents or work product to persons or entities other than District without prior written authorization from the Superintendent of the District, except as may be required by law.

- a. Consultant shall promptly notify District if it is served with any summons, complaint, subpoena or other discovery request, court order or other request from any party regarding this Agreement or the work performed hereunder.
- b. District retains the right, but has no obligation, to represent Consultant or be present at any deposition, hearing or similar proceeding. Consultant agrees to cooperate fully with District and to provide District with the opportunity to review any response to discovery requests provided by Consultant; provided that this does not imply or mean the right by District to control, direct, or rewrite said response.

14. **Conflict of Interest; Disclosure of Interest.** Consultant covenants that neither it, nor any officer or principal of its firm, has or shall acquire any interest, directly or indirectly, which would conflict in any manner with the interests of District or which would in any way hinder Consultant’s performance of services under this Agreement. Consultant further covenants that in the performance of this Agreement, no person having any such interest shall be employed by it as an officer, employee, agent or subcontractor without the express written consent of the District.

- a. Consultant agrees to at all times avoid conflicts of interest or the appearance of any conflicts of interest with the interests of District in the performance of this Agreement.
- b. Bylaws of the Board 9270 BB and 9270(BB) E, as hereinafter amended or renumbered, require that a Consultant that qualifies as a “designated employee” must disclose certain financial interests by filing financial interest disclosures. By its initials below, Consultant represents that it has received and reviewed a copy of the Bylaws of the Board 9270 BB and 9270(BB) E and that it [____] does [X] does not qualify as a “designated employee”.

_____ (Initials)

- c. Consultant agrees to notify the Superintendent, in writing, if Consultant believes that it is a “designate employee” and should be filing financial interest disclosures, but has not been required to do so by the District.

_____ (Initials)

15. **Compliance with Applicable Laws.** In connection with the Services and its operations, Consultant shall keep itself informed of and comply with all applicable federal, state and local laws, statutes, codes, ordinances, regulations and rules including, but not limited to, minimum wages and/or prohibitions against discrimination, in effect during the Term. Consultant shall obtain any and all licenses, permits and authorizations necessary to perform the Services. Neither District, nor any elected or appointed boards, officers, officials, employees or agents of District shall be liable, at law or in equity, as a result of any failure of Consultant to comply with this section.

- a. Without limiting the generality of the foregoing, Consultant shall comply with any applicable fingerprinting requirements as set forth in the Education Code of the State of California.

_____ (Initials)

16. **Unauthorized Aliens.** Consultant hereby promises and agrees to comply with all of the provisions of the Federal Immigration and Nationality Act, 8 U.S.C.A. §§ 1101, et seq., as amended, and in connection therewith, shall not employ “unauthorized aliens” as that term is defined in 8 U.S.C.A. §1324a(h)(3). Should Consultant so employ such individuals for the performance of work and/or services covered by this Agreement, and should any liability or sanctions be imposed against District for such employment, Consultant hereby agrees to and shall reimburse District for the cost of all such liabilities or sanctions imposed, together with any and all costs, including attorneys' fees, incurred by District.

17. **Non-Discrimination.** Consultant shall abide by the applicable provisions of the United States Civil Rights Act of 1964 and other provisions of law prohibiting discrimination and shall not discriminate, in any way, against any person on the basis of race, color, religious creed, national origin, ancestry, sex, age, physical handicap, medical condition or marital status in connection with or related to the performance of this Agreement.

18. **Assignment.** The expertise and experience of Consultant are material considerations for this Agreement. District has an interest in the qualifications of and capability of the persons and entities that will fulfill the duties and obligations imposed upon Consultant under this Agreement. In recognition of that interest, Consultant shall not assign or transfer this Agreement or any portion of this Agreement or the performance of any of Consultant’s duties or obligations under this Agreement without the prior written consent of the Board of Directors of the District. Any attempted assignment shall be ineffective, null and void, and shall constitute a material breach of this Agreement entitling District to any and all remedies at law or in equity, including summary termination of this Agreement.

19. **Subcontracting.** Notwithstanding the above, Consultant may utilize subcontractors in the performance of its duties pursuant to this Agreement, but only with the prior written consent of the District. The Consultant shall be as fully responsible to the District for the acts and omissions of his Subcontractors, and of persons either directly or indirectly employed by him/her, as if the acts and omissions were performed by him/her directly.

20. **Continuity of Personnel.** Consultant shall make every reasonable effort to maintain the stability and continuity of Consultant’s staff and subcontractors, if any, assigned to perform the services required under this Agreement.

- a. Consultant shall insure that District has a current list of all personnel and sub-contractors providing services under this Agreement.
- b. Consultant shall notify District of any changes in Consultant’s staff and subcontractors, if any, assigned to perform the services required under this Agreement, prior to and during any such performance. The list notice shall include the following information: (1) all full or part-time staff positions by title, including volunteer positions whose direct services are required to provide the services described herein; (2) a brief description of the functions of each such position and the hours each position works each week or, for part-time positions, each day or month, as appropriate; (3) the professional degree, if applicable, and experience required for each position; and (4) the name of the person responsible for fulfilling the terms of this Agreement.

21. **Indemnification.**

- a. Consultant agrees to defend, indemnify, and hold harmless District, its officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, or other obligations or claims arising out of any liability or damage to property, or any other loss, sustained or claimed to have been sustained arising out of activities of the Consultant or those of any of Consultant’s officers, agents, employees, or subcontractors, whether such act or omission is authorized by this Agreement or not. Consultant shall also pay for any and all damage to the Property of the District, or loss or theft of such Property, done or caused by such persons. District

assumes no responsibility whatsoever for any property placed on district premises. Consultant further agrees to waive all rights of subrogation against the District. The provisions of this Agreement do not apply to any damage or losses caused solely by the negligence of the District or any of its officers, agents, employees, and/or volunteers.

_____ (Initials)

- b. The provisions of this section do not apply to claims occurring as a result of District's sole negligence or willful acts or omissions.

22. **Insurance.** Consultant agrees to obtain and maintain in full force and effect during the term of this Agreement the insurance policies set forth in **Exhibit C** "Insurance" and made a part of this Agreement. All insurance policies shall be subject to approval by District as to form and content. These requirements are subject to amendment or waiver if so approved in writing by the District Superintendent. Consultant agrees to provide District with copies of required policies upon request.

23. **Notices.** All notices required or permitted to be given under this Agreement shall be in writing and shall be personally delivered, or sent by telecopier or certified mail, postage prepaid and return receipt requested, addressed as follows:

To District: Oxnard School District
 1051 South A Street
 Oxnard, California, 93030
 Attention: Allison Cordes
 Phone: 805.385.1551
 Fax: 805.385.1552

To Consultant: Daryton A. Ramsey/RAMSE Group
 4600 Andrews Hwy., #D201
 Midland, TX 79703
 Phone: 915.526.6437
 Email: daramse@gmail.com

Notice shall be deemed effective on the date personally delivered or transmitted by facsimile (provided confirmation of successful facsimile transmission shall be retained) or, if mailed, three (3) days after deposit of the same in the custody of the United States Postal Service.

24. **Excusable Delays.** Consultant shall not be liable for damages, including liquidated damages, if any, caused by delay in performance or failure to perform due to causes beyond the control of Consultant. Such causes include, but are not limited to, acts of God, acts of the public enemy, acts of federal, state or local governments, acts of District, court orders, fires, floods, epidemics, strikes, embargoes, and unusually severe weather. The term and price of this Agreement shall be equitably adjusted for any delays due to such causes.

25. **Authority to Execute.** The person or persons executing this Agreement on behalf of Consultant represents and warrants that he/she/they has/have the authority to so execute this Agreement and to bind Consultant to the performance of its obligations hereunder.

26. **Administration.** **BERTA ANGUIANO** shall be in charge of administering this Agreement on behalf of the District. The Director of Purchasing has completed **Exhibit D** "Conflict of Interest Check" attached hereto.

27. **Binding Effect.** This Agreement shall be binding upon the heirs, executors, administrators, successors and assigns of the parties.
28. **Entire Agreement.** This Agreement and the exhibits and documents incorporated herein constitute the entire agreement and understanding between the parties in connection with the matters covered herein.
29. **Amendment.** No amendment to or modification of this Agreement shall be valid or binding unless made in writing by the Consultant and by the District. The parties agree that this requirement for written modifications cannot be waived and that any attempted waiver shall be void.
30. **Waiver.** Waiver by any party to this Agreement of any term, condition, or covenant of this Agreement shall not constitute a waiver of any other term, condition, or covenant. Waiver by any party of any breach of the provisions of this Agreement shall not constitute a waiver of any other provision or a waiver of any subsequent breach or violation of any provision of this Agreement. Acceptance by District of any work or services by Consultant shall not constitute a waiver of any of the provisions of this Agreement.
31. **Governing Law.** This Agreement shall be interpreted, construed and governed according to the laws of the State of California. In the event of litigation between the parties, venue in state trial courts shall lie exclusively in the County of Ventura, California.
32. **Arbitration.** Any dispute arising out of the performance of this Agreement shall be resolved by binding arbitration in accordance with rules and procedures of the American Arbitration Association.
33. **Severability.** If any term, condition or covenant of this Agreement is declared or determined by any court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions of this Agreement shall not be affected thereby and the Agreement shall be read and construed without the invalid, void or unenforceable provision(s).

[THE REMAINDER OF THIS PAGE IS INTENTIONALLY LEFT BLANK]

IN WITNESS WHEREOF, the District and Consultant have executed and delivered this agreement for consultant services as of the date first written above.

OXNARD SCHOOL DISTRICT:

DARYTON A. RAMSEY/RAMSE GROUP:

Signature

Signature

Lisa A. Franz, Director, Purchasing

Typed Name/Title

Typed Name/Title

Date

Date

Tax Identification Number: 95-6002318

Tax Identification Number: _____

- Not Project Related
- Project #21-151

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #21-151

SERVICES

I. Consultant will perform the following Services under the Captioned Agreement:

***PER ATTACHED PROPOSAL**

II. As part of the Services, Consultant will prepare and deliver the following tangible work products to the District:

***PER ATTACHED PROPOSAL**

III. During performance of the Services, Consultant will keep the District appraised of the status of performance by delivering the following status reports under the indicated schedule:

STATUS REPORT FOR ACTIVITY:	DUE DATE
A. N/A	
B. N/A	
C. N/A	
D. N/A	

V. Consultant will utilize the following personnel to accomplish the Services:

- None.
- See attached list.

VI. Consultant will utilize the following subcontractors to accomplish the Services (check one):

- None.
- See attached list.

VII. AMENDMENT

The Scope of Services, including services, work product, and personnel, are subject to change by mutual Agreement. In the absence of mutual Agreement regarding the need to change any aspects of performance, Consultant shall comply with the Scope of Services as indicated above

- Not Project Related
 Project #21-151

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #21-151

COMPENSATION

I. Consultant shall use the following rates of pay in the performance of the Services:

Total compensation shall not exceed Eleven Thousand Two Hundred Dollars and No Cents (\$11,200.00), unless additional compensation is approved in writing by the District.

II. Consultant may utilize subcontractors as indicated in this Agreement. The hourly rate for any subcontractor is not to exceed \$ N/A per hour without written authorization from the District Superintendent or his designee.

III. The District will compensate Consultant for the Services performed upon submission of a valid invoice. Each invoice is to include:

- A. Line items for all personnel describing the work performed, the number of hours worked, and the Hourly or flat rate.
- B. Line items for all supplies properly charged to the Services.
- C. Line items for all travel properly charged to the Services.
- D. Line items for all equipment properly charged to the Services.
- E. Line items for all materials properly charged to the Services.
- F. Line items for all subcontractor labor, supplies, equipment, materials, and travel properly charged to the Services.

IV. The total compensation for the Services shall not exceed \$11,200.00, as provided in Section 4 of this Agreement.

- Not Project Related
- Project #21-151

EXHIBIT C
TO AGREEMENT FOR CONSULTANT SERVICES #21-151

INSURANCE

I. Insurance Requirements. Consultant shall provide and maintain insurance, acceptable to the District Superintendent or District Counsel, in full force and effect throughout the term of this Agreement, against claims for injuries to persons or damages to property which may arise from or in connection with the performance of the work hereunder by Consultant, its agents, representatives or employees. Insurance is to be placed with insurers authorized to conduct business in the State of California and with a current A.M. Best's rating of no less than A, as rated by the Current edition of Best's Key Rating Guide, published by A.M. Best Company, Oldwick, New Jersey 08858. Consultant shall provide the following scope and limits of insurance:

A. Minimum Scope of Insurance. Coverage shall be at least as broad as:

(1) Commercial General Liability coverage of not less than two million dollars (\$2,000,000) Aggregate and one million dollars (\$1,000,000) per occurrence.

(2) Auto liability insurance with limits of not less than one million dollars (\$1,000,000).

(3) Insurance coverage should include:

1. owned, non-owned and hired vehicles;
2. blanket contractual;
3. broad form property damage;
4. products/completed operations; and
5. personal injury.

(4) Workers' Compensation insurance as required by the laws of the State of California.

~~_____ (5) Abuse and Molestation coverage of not less than two million dollars (\$2,000,000) per occurrence and five million dollars (\$5,000,000) Aggregate.~~

~~_____ (6) Professional liability (Errors and Omissions) insurance, including contractual liability, as appropriate to the Consultant's profession, in an amount of not less than the following:~~

~~_____ Accountants, Attorneys, Education Consultants, \$1,000,000
 _____ Nurses, Therapists~~

~~_____ Architects \$1,000,000 or \$2,000,000~~

~~_____ Physicians and Medical Corporations \$5,000,000~~

~~**Failure to maintain professional liability insurance is a material breach of this Agreement and grounds for immediate termination**~~

II. Other Provisions. Insurance policies required by this Agreement shall contain the following provisions:

Not Project Related

Project #21-151

A. All Policies. Each insurance policy required by this Agreement shall be endorsed and state the coverage shall not be suspended, voided, cancelled by the insurer or either party to this Agreement, reduced in coverage or in limits except after 30 days' prior written notice by Certified mail, return receipt requested, has been given to District

B. General Liability, Automobile Liability, and Abuse/Molestation Coverages.

(1) District, and its respective elected and appointed officers, officials, employees and volunteers are to be covered as additional insureds (collectively, "additional insureds") as respects the following: liability arising out of activities Consultant performs; products and completed operations of Consultant; premises owned, occupied or used by Consultant ; automobiles owned, leased, hired or borrowed by Consultant, and ~~Abuse/Molestation~~. The coverage shall contain no special limitations on the scope of protection afforded to additional insureds.

(2) Each policy shall state that the coverage provided is primary and any insurance carried by any additional insured is in excess to and non-contributory with Consultant's insurance.

(3) Consultant's insurance shall apply separately to each insured against whom claim is made or suit is brought, except with respect to the limits of the insurer's liability.

(4) Any failure to comply with the reporting or other provisions of the policies including breaches of warranties shall not affect coverage provided to any additional insured.

III. Other Requirements. Consultant agrees to deposit with District, at or before the effective date of this contract, certificates of insurance necessary to satisfy District that the insurance provisions of this contract have been complied with. The District may require that Consultant furnish District with copies of original endorsements effecting coverage required by this Section. The certificates and endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. District reserves the right to inspect complete, certified copies of all required insurance policies, at any time.

A. If any Services are performed by subcontractor, Consultant shall furnish certificates and endorsements from each subcontractor identical to those Consultant provides.

B. Any deductibles or self-insured retentions must be declared to and approved by District. At the option of District, either the insurer shall reduce or eliminate such deductibles or self-insured retentions as respects District or its respective elected or appointed officers, officials, employees and volunteers or the Consultant shall procure a bond guaranteeing payment of losses and related investigations, claim administration, defense expenses and claims.

C. The procuring of any required policy or policies of insurance shall not be construed to limit Consultant's liability hereunder nor to fulfill the indemnification provisions and requirements of this Agreement.

- Not Project Related
- Project #21-151

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #21-151

CONFLICT OF INTEREST CHECK

Bylaws of the Board 9270(BB)E requires that the Superintendent or a designee make a determination, on a case by case basis, concerning whether disclosure will be required from a consultant to comply with the District's Conflict of Interest Code (commencing with Bylaws of the Board 9270 BB).

Consultant's are required to file disclosures when, pursuant to a contract with the District, the Consultant will make certain specified government decisions or will perform the same or substantially the same duties for the District as a staff person would.

The services to be performed by Consultant under the Agreement to which this Exhibit D is attached constitute do not constitute governmental decisions or staff services within the meaning of the Conflict of Interest Code. Therefore, the Consultant, **DARYTON A. RAMSEY/RAMSE GROUP**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

RAMSE Group

R.

Equity. Excellence. Execute.

Daryton A. Ramsey, M.A.

daramse@gmail.com

915.526.6437

Oxnard School District-Lemonwood

This is a 1 year proposal to design and deliver customized professional learning and coaching support using an Action Lab model. This includes ongoing coaching, design, implementation and evaluation of Professional Learning Community practices as thought partners with the Administration Leadership Teams (ALT, Principal, Asst. Principal). The Coaching/Action Lab design emphasizes a targeted knowledge and skill development with a focus on providing clarity, feedback and support within continuous improvement and inquiry cycles. The proposal is predicated on providing customized coaching support toward implementing Professional Learning Communities in alignment with the existing school cultural and structural context.

This customized professional coaching and learning is based on the work of multiple researchers and authors such as Dr. Anthony Muhammad, Dr. Rick Dufour, Dr. Anthony Bryk, Dr. Sharon Krame, Dr. Thomas Many. The goal of the coaching/thought partnering sessions would be to support the ALT in assessing where they are on their PLC journey and developing a focused precision with PLC practice implementation and evaluation. The assessment and PLC practice support would mean applying the ALT's existing PLC knowledge as a means for identifying the "next level of PLC practice" as a part of the campus-wide improvement plans. This would include establishing a school performance/data context, developing an equity lens, identifying instructional strengths, opportunities, initiatives and engaging the collaborative teams as the unit of change.

As a first year outcome, the Administration Leadership Team will identify PLC strength and growth areas and subsequently lead grade/content department level PLC improvement efforts guided by the 4 Critical Questions:

- ★ Q1- What knowledge, skill and dispositions should every student acquire as a result of grade level instruction/assessment?
 - Prioritizing Essential Standards & Identifying Learning Targets
- ★ Q2- How will we know when each student has acquired the essential knowledge/skills?
 - Creating Common Formative Assessments
 - Analyzing Student Work & Building Data Literacy - Analyzing Assessment Data
- ★ Q3- How will we respond when students do not learn?
 - Analyzing instructional strategies & Reviewing Assessments
 - Planning Classroom Interventions & Utilizing a System of Support
- ★ Q4- How will we extend learning for students who are proficient?
 - Planning aligned enrichment activities

RAMSE Group

R.

Equity. Excellence. Execute.

Daryton A. Ramsey, M.A.

daramse@gmail.com

915.526.6437

The ALT Team would receive seven 2 hour coaching and thought partnering support sessions designed to support their identification of grade/department level PLC implementation practices guided by the four critical questions. The virtual sessions would be customized and adapted to support the ALT Team in meeting school collaboration teams “ where they are” in PLC implementation. The coaching and support would be designed to support the ALT in moving their individual and collective PLC leadership practices to the next most logical level of work. Resulting” next levels of PLC work” would be implemented through school collaboration teams using an iterative PDSA improvement model beginning in Fall 2021.

This will require seven 2 hour coaching and support sessions (14 total hours of virtual coaching/support sessions x \$700)

The ALT Team would receive an end of year 2 hr “PLC Next Level of Work” virtual session. This would include reflection, evaluation and planning for continuing and integrating PLC practices into school-wide improvement plans as a part of their planning for next school year(such as Campus Improvement Plan, Comprehensive Needs Assessment etc).

This would require 1 two hour session (1 PLC Next Level of Work virtual session(s) x \$700)

Year 1 Total = \$11, 200 (includes customized resource development and planning)



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

09/14/2021

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Hiscox Inc. 5 Concourse Parkway Suite 2150 Atlanta GA, 30328	CONTACT NAME: PHONE (A/C. No. Ext): (888) 202-3007	FAX (A/C. No):
	E-MAIL ADDRESS: contact@hiscox.com	
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURER A: Hiscox Insurance Company Inc		10200
INSURED Daryton Ramsey 4600 Andrews Hwy Apt D201 MIDLAND TX 79703	INSURER B:	
	INSURER C:	
	INSURER D:	
	INSURER E:	
	INSURER F:	

COVERAGES**CERTIFICATE NUMBER:****REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
	COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC <input type="checkbox"/> OTHER:						EACH OCCURRENCE \$ DAMAGE TO RENTED PREMISES (Ea occurrence) \$ MED EXP (Any one person) \$ PERSONAL & ADV INJURY \$ GENERAL AGGREGATE \$ PRODUCTS - COMP/OP AGG \$ \$
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> NON-OWNED AUTOS ONLY						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$ \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED <input type="checkbox"/> RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$ \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? <input type="checkbox"/> Y/N <input checked="" type="checkbox"/> N/A (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below						PER STATUTE <input type="checkbox"/> OTH-ER <input type="checkbox"/> E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Professional Liability			UDC-4957398-EO-21	09/15/2021	09/15/2022	Each Claim: \$ 1,000,000 Aggregate: \$ 1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

[Empty space for Certificate Holder Name]	SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.
	AUTHORIZED REPRESENTATIVE 

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section C: Special Education Agreement

**Ratification of Agreement #21-138 - Assistance League, Non-Public School, NPS
(DeGenna/Jefferson)**

Requesting ratification for Non-Public School (NPS) services for the student listed below for the 2021-2022 school year, including Extended School year, beginning September 2021. The Non-Public School provides a program of instruction, which is consistent with the pupils' individual educational plan as specified in the individual service agreement.

Grade: Pre-K (1)

MG091818

FISCAL IMPACT:

Tuition Pre-K: \$1,150.00 monthly rate x 1 student x 11 months = \$12,650.00
(including Extended School Year; ESY)

Grand Total: \$12,650.00 - Services to be paid with Special Education Funds.

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #21-138 with Assistance League School, NPS.

ADDITIONAL MATERIALS:

Attached: [Agreement #21-138, Assistance League School \(3 Pages\)](#)
[Rate Sheet \(1 Page\)](#)
[Calendar \(1 Page\)](#)



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • (805) 385-1501

AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOLING

AGREEMENT #21-138

THIS AGREEMENT, made and entered into this 17th day of November 2021 by and between the OXNARD SCHOOL DISTRICT, hereinafter referred to as the District, and the ASSISTANCE LEAGUE SCHOOL, hereinafter referred to as the nonpublic, nonsectarian school.

WITNESSETH:

WHEREAS, the District is authorized by the provisions of the California Education Code, Section 56155 et seq., to contract with a nonpublic, nonsectarian school to provide services for certain pupils who are unable to benefit from regular education; and

WHEREAS, the District has determined, through evaluation and individual educational plans, that the following pupils are in need of such services;

Grade: Pre-K (1)

MG091818

NOW, THEREFORE, in consideration of their mutual promises contained herein, the parties hereto enter into a fixed price contract as follows:

1. The nonpublic school will provide a program of instruction which is consistent with the pupil's individual educational plan as specified in the individual service agreement attached hereto and made a part hereof, and that the nonpublic, nonsectarian schools basic educational program and designated instruction and services shall be described in a written statement to be provided to the school district prior to the execution of this agreement.
2. The services shall be provided for the **2021-2022** school year at a cost of \$1,150.00 per month, per student, beginning September 2021, including Extended School Year (ESY) through July 2022; amount not to exceed **\$12,650.00.**
3. The nonpublic school shall keep attendance of each pupil daily and shall report attendance monthly to the school district. Such attendance records shall be kept in a California State school register and copies of such register shall be filed with monthly invoices to the district within thirty (30) days after the close of the school month. Separate attendance registers shall be submitted for all designated instruction and services.
4. The nonpublic school will notify the school district of any change in a pupil's placement and/or address within three (3) days after the nonpublic school is informed of such changes.
5. The nonpublic school will report within three (3) days to the school district if a pupil is removed from the school by the placement agency, parent or legal guardian, or if a pupil absents himself/herself from school without permission for more than five (5) consecutive school days.

For the purposes of the contract, a parent is the natural or adoptive parent, legal guardian or surrogate parent appointed by the district of residence when the courts have removed the parents educational rights.

6. The nonpublic school shall notify the school district when a pupil is absent for five (5) consecutive school days because of illness. Notification will be in writing.

7. *The nonpublic school will not be paid for excused absences due to changes in the ADA laws. These absences shall count as non-instructional days and not compensated at the daily rate.*

8. The nonpublic school shall prepare and submit to the school district trimester progress reports, incident reports within 24 hours, year-end reports and other data required for the annual review on or before April 15 of the current school year. Forms for year-end and other required reports shall be provided by the school district via the computerized special education support program (SESP).

9. In consideration of the services to be rendered by the nonpublic, nonsectarian school, the district agrees to payment as follows:

All cost for this service, including intake, testing, tuition, and elective shall not exceed **\$12,650.00** for student listed on page one of this Agreement #21-138.

10. While engaged in carrying out and complying with the terms of this agreement, the nonpublic, nonsectarian school is an independent contractor and not an officer, agent, or employee of the district. The independent contractor will obtain a criminal record summary from the Department of Justice or a Department of Justice approved agency on all employees or contracted service providers who potentially have contact with students. This clearance will be completed prior to the person(s) first day of employment. No individual who has been convicted of a violent or serious felony as listed in subdivision C, of Section 1192.7 of the California Penal Code will be employed in any capacity that potentially involves contact with students. Nor will any person be employed who has been convicted of, or entered a plea of nolo contendere to charges of any sex offense as defined in Education Code 44011.

11. The school district may withhold payment to the nonpublic, nonsectarian school when, in the opinion of the district: (1) nonpublic school's performance in whole or in part, either has not been sufficient or is insufficiently documented, or: (2) nonpublic school has neglected, failed, or

refused to provide information or to cooperate with the inspection, review or audit of the program conducted by nonpublic school or records relating thereto. The school district shall not withhold payments as specified in this paragraph unless the school district has notified the nonpublic, nonsectarian school, in writing, that nonpublic, nonsectarian school has not performed as specified herein. The notice shall specify that nonpublic, nonsectarian school has fourteen (14) days to make the required corrections. If, after the expiration of the fourteen (14) days, nonpublic, nonsectarian school has not corrected the situation as specified in the district's notice, the affected payments will be withheld and this agreement may be canceled for cause.

12. During the entire term of this agreement and any extension or modification thereof, the nonpublic school shall keep in effect a policy or policies of liability insurance, including coverage of owned and non-owned automobiles operated by nonpublic school for the purposes of this agreement, of at least \$1,000,000 for each person and \$1,000,000 for each accident or occurrence from all damages arising out of death, bodily injury, sickness, or disease from any one accident or

occurrence, and \$3,000,000 for all damages and liability arising out of injury to or destruction of property for each accident or occurrence. Not later than the effective date of this contract, the nonpublic school shall provide the District with satisfactory evidence of insurance, naming the District as additional insured, including a provision for a twenty (20) calendar day written notice to District before cancellation or material change, evidencing the above specified coverage. The Nonpublic school shall at its own cost and expense procure and maintain insurance under the Workers' Compensation Law of California. Said certificates shall specify that insurance shall not be canceled or changed in required limits unless the school district has been provided forty-five (45) days advance written notification of cancellation or change.

The nonpublic, nonsectarian school shall also maintain Workers' Compensation Insurance coverage as required by law.

13. This Agreement, or any of its rights, obligations, provisions, or conditions, may not be assigned by either party without the written consent of the party.

14. This Agreement may be amended by mutual agreement of the parties and may be terminated by either party upon twenty (20) days advance notification.

IN WITNESS WHEREOF, the parties hereto have set their hands on the day and year first above written.

Date

Lisa A. Franz, Director, Purchasing
Oxnard School District

Date

Victoria Elliott, Director
Assistance League School, Nonpublic, Nonsectarian School



**Assistance League® School
1310 Fremont Way
Oxnard CA 93030
2021-2022**

SCHOOL YEAR RATES

Preschool Students: \$1,150.00

Per diem fee \$ 200.00

**Please see school billing policy for specific
billing information.**



ASSISTANCE LEAGUE SCHOOL

(*) No Classes – Work day for Teachers

☐ Students do not attend

2021-2022 TEACHER WORK YEAR & STUDENT INSTRUCTIONAL CALENDAR

	MON.	TUE.	WED.	THU.	◆S/T DAYS	REMARKS
Aug.	9 (16)* 23 30	10 (17)* 24 31	11 18 25	12 19 26	8/10	8/16-8/17 *Staff Prep Day 8/18 First Day of school
Sept.	(6) 13 20 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	9/6 17/17	Labor Day – Holiday- (No School)
Oct.	4 (11) 18 25	5 12 19 26	6 13 20 27	7 (14) 21 28	12/12	10/11-10/14 Fall Break – (No School) 10/18 Return to School
Nov.	1 8 15 (22) 29	2 9 16 23 30	3 10 17 24	4 (11) 18 (25)	13/13	11/11 Veteran's Day Holiday – (No School) 11/22-11/25 Thanksgiving Holidays- (No School) 11/29 Return to School
Dec.	6 13 (20) 27	7 14 21 28	1 8 15 22 29	2 9 16 23 30	10/10	12/20-1/2 Winter Break Begins (No School)
Jan.	3 10 (17) 24 31	4 11 18 25	5 12 19 26	6 13 20 27	16/16	1/1-1/2 Winter Break – (No School) 1/3 Return to School 1/17 Martin Luther King Day Holiday- (No school)
Feb.	7 (14) (21) 28	1 8 15 22	2 9 16 23	3 10 17 24	14/14	2/14 Lincoln's Birthday Holiday- (No School) 2/21 Washington's Birthday Holiday- (No School)
March	7 14 21 28	1 8 15 22 29	2 9 16 23 30	3 10 (17)* 24 (31)	17/18	3/17* Staff Development Day – (No School) 3/31 Cesar Chavez Day Holiday - (No School)
April	4 11 18 25	5 12 19 26	6 13 20 27	7 14 21 28	12/12	4/18-4/21 Spring Break- (No School) 4/25 Return to school
May	2 9 16 23 (30)	3 10 17 24 31	4 11 18 25	5 12 (19)* 26	16/17	5/19* Staff Development (No School) 5/30 Memorial Day Holiday- (No School)
June	6 13 20	7 14 21	1 8 15	2 9 16 17	14/14	6/2 Last day for School 6/6-6/21 Extended -Summer School to Begin All Classes will be Monday –Friday

Student instructional days.

149 ◆ S = Student
153 T = Teacher

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section C: Academic Agreement

Ratification of Agreement/MOU #21-152 – Our Lady of Guadalupe School (DeGenna/Thomas)

The Oxnard School District will provide services to Our Lady of Guadalupe School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2021-2022 school year.

FISCAL IMPACT:

Title III Allocation to Our Lady of Guadalupe School - \$1,200.00

RECOMMENDATION:

It is the recommendation of the Director, School Performance & Student Outcomes, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #21-152 with Our Lady of Guadalupe School.

ADDITIONAL MATERIALS:

Attached: [Agreement-MOU #21-152, Our Lady of Guadalupe \(2 Pages\)](#)



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501

Memorandum of Understanding #21-152 ESEA Title III

Provision of Limited English Proficient Student Programs and Services to Private Schools

2021 - 2022 School Year

Section 1: General

The **Oxnard School District** has been notified by **Our Lady of Guadalupe School**, a private school located within the geographic jurisdiction of this school district, of a request to participate in the English Learner (EL) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2021-2022 school year.

This Memorandum of Understanding (MOU) contains a description of the nature and scope of services and products to be provided by **Oxnard School District** to **Our Lady of Guadalupe School** in order to serve its English learner (EL) students.

Section 2: How will the students' needs be identified?

Based on the most recent EL student identification procedures, 25 ELs were identified on 10/14/21

The EL student identification process consisted of the Home Language Survey followed by the administration of an English proficiency assessment and an academic assessment selected and approved by **Oxnard School District** after consultation with **Our Lady of Guadalupe School**. **Our Lady of Guadalupe School** shall determine when EL students become fluent English-proficient based on the results of the aforementioned instruments.

Section 3: What services and products will be provided?

The following materials and programs are requested:

EL educational application subscriptions, headphones, manipulatives, equipment for intervention will be determined on the amount of funding.

Oxnard School District will provide the following: a series of research-based professional development workshops.

Section 4: How, when, where, and by whom will the services be provided?

- (a) The primary language literature and applications and materials will be ordered and delivered to **Our Lady of Guadalupe School**.
- (b) A series of professional development workshops on effective ELD instructional strategies will be provided to all teachers serving EL students when dates are available

and aligned with school PD days and faculty meetings. Professional development activities will take place at Our Lady of Guadalupe School.

Section 5: How will the services be assessed and how will this information be used to improve the program?

Representatives of **Oxnard School District** and **Our Lady of Guadalupe School** shall meet in April/May of the school year in which services have been offered to discuss the delivery and effectiveness of services provided to EL students. The representatives shall determine if any changes are needed in the program during the current or next school year.

Section 6: Other provisions including contract services through potential third-party providers and reversion of funds stipulations

Both parties of this MOU shall fulfill the conditions listed herein.

Section 7: Signatures of authorized representatives

For Our Lady of Guadalupe School:

Name: Lionel Garcia

Phone No: 805-483-5116

Signature: _____

Date: _____

Title: Principal

For Oxnard School District:

Name: Lisa A. Franz

Phone No: 805-385-1501

Signature: _____

Date: _____

Title: Director, Purchasing

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section C: Academic Agreement

Ratification of Agreement/MOU #21-153 – Santa Clara Elementary School (DeGenna/Thomas)

The Oxnard School District will provide services to Santa Clara Elementary School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2021-2022 school year.

FISCAL IMPACT:

Title III Allocation to Santa Clara Elementary School - \$3,760.00

RECOMMENDATION:

It is the recommendation of the Director, School Performance & Student Outcomes, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #21-153 with Santa Clara Elementary School.

ADDITIONAL MATERIALS:

Attached: [Agreement-MOU #21-153, Santa Clara Elementary School \(2 Pages\)](#)



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501

Memorandum of Understanding #21-153 ESEA Title III

Provision of Limited English Proficient Student Programs and Services to Private Schools

2021-2022 School Year

Section 1: General

The **Oxnard School District** has been notified by **Santa Clara Elementary School**, a private school located within the geographic jurisdiction of this school district, of a request to participate in the English Learner (EL) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2021-2022 school year.

This Memorandum of Understanding (MOU) contains a description of the nature and scope of services and products to be provided by **Oxnard School District** to **Santa Clara Elementary School** in order to serve its English learner (EL) students.

Section 2: How will the students' needs be identified?

Based on the most recent EL student identification procedures, 45 ELs were identified on October 11, 2021

The EL student identification process consisted of the Home Language Survey followed by the administration of an English proficiency assessment and an academic assessment selected and approved by **Oxnard School District** after consultation with **Santa Clara Elementary School**. STAR Test results from 2020-2021 and the beginning of 2021-2022 in Early Literacy were used to identify students as: Early Emergent, Late Emergent, Transitional, and Probable Readers for TK-3rd. The use of our Reading Street Program and Fluency First program will also be used to identify students in need of assistance. **Santa Clara Elementary School** shall determine when EL students become fluent English-proficient based on the results of the aforementioned instruments.

Section 3: What services and products will be provided?

The following materials and programs are requested:

Santa Clara Elementary will be seeking supplemental phonics and language acquisition resources in print and digital form, including books, materials, and software. In addition, we are seeking parent and family engagement activities.

Oxnard School District will provide the following: a series of research-based professional development workshops.

Section 4: How, when, where, and by whom will the services be provided?

- (a) The primary language literature will be ordered and in use for the 2021-2022 school year from Scholastic and delivered to **Santa Clara Elementary School**.
- (b) A series of professional development workshops on effective ELD instructional strategies will be provided to all teachers serving EL students commencing with the 2021-2022 school year and provided through the school year through the Oxnard School District and the Archdiocese of Los Angeles. Professional development activities will take place locally at our Deanery meetings and at the Oxnard School District.

Section 5: How will the services be assessed and how will this information be used to improve the program?

Representatives of **Oxnard School District** and **Santa Clara Elementary School** shall meet in April/May of the school year in which services have been offered to discuss the delivery and effectiveness of services provided to EL students. The representatives shall determine if any changes are needed in the program during the current or next school year.

Section 6: Other provisions including contract services through potential third-party providers and reversion of funds stipulations

Both parties of this MOU shall fulfill the conditions listed herein.

Section 7: Signatures of authorized representatives

For Santa Clara Elementary School:

Name: Mrs. Jennifer Lozano Phone No: 805-483-6935

Signature: _____ Date: _____

Title: Principal

For Oxnard School District:

Name: Lisa A. Franz Phone No: _____

Signature: _____ Date: _____

Title: Director, Purchasing

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section C: Academic Agreement

Ratification of Agreement/MOU #21-154 – St. Anthony’s School (DeGenna/Thomas)

The Oxnard School District will provide services to St. Anthony’s School, a private school located within the geographic jurisdiction of this school district, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2021-2022 school year.

FISCAL IMPACT:

Title III Allocation to St. Anthony’s School - \$3,440.00

RECOMMENDATION:

It is the recommendation of the Director, School Performance & Student Outcomes, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #21-154 with St. Anthony’s School.

ADDITIONAL MATERIALS:

Attached: [Agreement-MOU #21-154, St. Anthony's School \(2 Pages\)](#)



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501

Memorandum of Understanding #21-154 ESEA Title III

Provision of Limited English Proficient Student Programs and Services to Private Schools

2021-2022 School Year

Section 1: General

The **Oxnard School District** has been notified by **St. Anthony's School**, a private school located within the geographic jurisdiction of this school district, of a request to participate in the English Learner (EL) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2021-2022 school year.

This Memorandum of Understanding (MOU) contains a description of the nature and scope of services and products to be provided by **Oxnard School District** to **St. Anthony's School** in order to serve its English learner (EL) students.

Section 2: How will the students' needs be identified?

Based on the most recent EL student identification procedures, 42 EL students were identified on October 1, 2021

The EL student identification process consisted of the Home Language Survey followed by the administration of an English proficiency assessment and an academic assessment selected and approved by **Oxnard School District** after consultation with **St. Anthony's School**. **St. Anthony's School** shall determine when EL students become fluent English-proficient based on the results of the aforementioned instruments.

Section 3: What services and products will be provided?

STAR Reading and Math assessments 3 times a year.

Oxnard School District will provide the following: a series of research-based professional development workshops.

Section 4: How, when, where, and by whom will the services be provided?

- (a) The primary language literature will be ordered from Scholastics on or before November 15, 2021 and delivered to **St. Anthony's School**.
- (b) A series of professional development workshops on effective ELD instructional strategies will be provided to all teachers serving EL students commencing in Winter 2021. Professional development activities will take place at Oxnard School District or Ventura County Office of Education.

Section 5: How will the services be assessed and how will this information be used to improve the program?

Representatives of **Oxnard School District** and **St. Anthony's School** shall meet in April/May of the school year in which services have been offered to discuss the delivery and effectiveness of services provided to EL students. The representatives shall determine if any changes are needed in the program during the current or next school year.

Section 6: Other provisions including contract services through potential third-party providers and reversion of funds stipulations

Both parties of this MOU shall fulfill the conditions listed herein.

Section 7: Signatures of authorized representatives

For St. Anthony's School:

Name: Deacon Henry Barajas

Phone No: 805-487-5317

Signature: _____

Date: _____

Title: Principal

For Oxnard School District:

Name: Lisa A. Franz

Phone No: 805-385-1501

Signature: _____

Date: _____

Title: Director, Purchasing

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #21-155 - UC Santa Barbara-MESA Program–Frank & Fremont Academies (DeGenna/Shea)

MESA is a program designed to serve educationally disadvantaged students and to the extent possible by law, emphasize participation by students from groups with low rates of eligibility for four-year colleges (including first generation college graduates). MESA Program is designed to support students from sixth grade through university. The MESA Program accomplishes its goals by focusing on student academic development in STEM, College and STEM career preparation, teacher professional development, and parent education involvement.

Term of Agreement: July 1, 2021 through June 30, 2022

FISCAL IMPACT:

Not to exceed \$10,000.00 - Title 1

RECOMMENDATION:

It is recommended by the Director, Enrichment & Special Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #21-155 with UC Santa Barbara–MESA Program.

ADDITIONAL MATERIALS:

Attached: [Agreement #21-155, UC Santa Barbara-MESA Program \(13 Pages\)](#)

OSD AGREEMENT #21-155

**University of California, Santa Barbara
Office of Education Partnerships & Oxnard School District
Memorandum of Agreement
Academic Year: 2021-22**

OXNARD SCHOOL DISTRICT INFORMATION

District Name: Oxnard School District
School Names (full): *SEE BELOW
Mailing Address: 1051 South A Street.
Oxnard, CA 93030
Phone: (805) 487-3918 or 385-1501
Fax: (805) 486-6084

District Administrator: Dr. Karling Aguilera-Fort,
Superintendent
District Representative: Dr. Ginger Shea, Director,
Enrichment & Specialized Programs
Website: <http://www.oxnardsd.org>

SCHOOL INFORMATION - R. J. FRANK ACADEMY OF MARINE SCIENCE AND ENGINEERING

School Name (full): R. J. Frank Academy of Marine
Science and Engineering
Mailing Address: 701 North Juanita Ave., Oxnard,
CA 93030
Phone: (805) 385-1536
Fax: (805) 981-2754

Principal: Tyler Higa
MESA Advisor(s): Shawn Quien
TBN
Website:
<http://www.oxnardsd.org/frank/Home.aspx>

SCHOOL INFORMATION - FREMONT ACADEMY OF ENVIRONMENTAL SCIENCE AND INNOVATIVE DESIGN

School Name (full): Fremont Academy of
Environmental Science and
Innovative Design
Mailing Address: 1130 North M Street, Oxnard,
CA 93030
Phone: (805) 385-1539
Fax: (805) 485-2486

Principal: Chantal Anderson Witherspoon
MESA Advisor(s): Paul White
Christian Davies
Website:
<http://www.oxnardsd.org/fremont/Home.aspx>

MEMORANDUM OF AGREEMENT

The 2021-22 Memorandum of Agreement (MOA) between the University of California, Santa Barbara's Office of Education Partnerships (OEP) and Oxnard School District (OSD) outlines the agreement between OSD and the OEP's Mathematics, Engineering and Science Achievement (MESA) program.

The UCSB Office of Education Partnership's mission is to increase the college-going rates of students who are underrepresented, low-income and/or those who will be the first in their families to pursue higher education. OEP's vision is to promote inclusive and adaptive initiatives as well as strategic partnerships with university, school, community, and industry, such that more educationally underserved students will attend and thrive in college. The MESA College Prep Program provides students with STEM content and guidance as well as providing college advising and preparation support to a cohort of students and families. In addition, some school-wide services such as workshops on understanding college and the different college pathways, choosing a college, preparing for college, exploring career options and more.

This MOA will be structured into two sections: MESA College Prep Program and Data Sharing. The agreement for each of these sections will be outlined below.

SECTION I: MESA Schools Program

The MESA College Prep Program, a part of the University of California, Santa Barbara's (UCSB) Office of Education Partnerships (OEP) and the College of Engineering (CoE) serves educationally disadvantaged students (including students who will be in their families' first generation of college graduates, and/or who have limited family incomes). To the extent possible by law, MESA emphasizes participation by students from groups with low rates of eligibility for four-year colleges. MESA provides a pipeline of academic services from elementary through university level to increase the number of these students who graduate with baccalaureate degrees in math, science, and engineering.

The MESA Program is offered to designated schools as determined by the UCSB MESA Center based upon specified program criteria and student eligibility, as agreed upon by the University of California, Santa Barbara MESA Center and the Oxnard School District. MESA is an officially registered and approved program with restricted name use, access, criteria, benefits, rights, and curricula.

To accomplish the MESA goals and outcomes, the program consists of four main areas of work:

1. Student Academic Development in STEM
2. College and STEM Career Preparation
3. Teacher Professional Development
4. Parent Education and Involvement

Specifically, the UCSB MESA program serves students with innovative academic planning for middle and high school achievement and college readiness, college and career exploration, hands-on math and science enrichment programs, and/or Saturday academies and events on a college campus, school campus, or STEM activity site. In addition, MESA students are introduced to study skills, teamwork and student leadership training, and extracurricular activities. MESA also includes parent academic enrichment, STEM education, and college-support information. Finally, MESA includes professional development for advisers.

This MOA between Oxnard School District (OSD) and the University of California, Santa Barbara's (UCSB) MESA College Prep Program has two primary purposes: 1) a MESA Program partnership agreement and 2) data sharing between OSD and the UCSB's Office of Education Partnerships that

houses the UCSB MESA Program. The period of performance of this agreement shall commence on July 1, 2021 and continue through June 30, 2022. Either UCSB OEP or OSD may terminate this agreement at any time, without cause, by giving the other thirty days written notice of such action.

This partnership agreement is made, in consideration of mutual conditions and terms, by and among the SCHOOL DISTRICT, SCHOOL, MESA ADVISOR, and the UCSB MESA CENTER., hereinafter referred to by these terms. Any party may withdraw from this agreement with proper notice and written communication.

This MOU between Oxnard School District (OSD) and the University of California, Santa Barbara (UCSB) has two primary purposes: 1) a MESA Program partnership agreement and 2) data sharing between OSD and the UCSB Office of Education Partnerships that houses the UCSB MESA Program.

Under this agreement, *FRANK and FREMONT ACADEMIES* consent to:

1. Support MESA's philosophy, objectives and **program model**.
2. Support and implement MESA's **targeting policy**. MESA was developed and is funded to serve educationally disadvantaged and first-generation college-bound students. To the extent possible by law, MESA emphasizes the participation by students from groups with low rates of eligibility for four-year universities, and from populations that are underrepresented in science, technology, engineering and mathematics (STEM) fields.
3. Assign credentialed mathematics or science teacher(s) to serve as the school-site **MESA Advisor(s)**, in consultation with and agreement by the MESA Center Director. The number of Advisors is contingent upon active student enrollment in MESA, aiming for balanced student cohorts that are retained throughout intermediate school. The officially designated MESA Advisor(s), not to exceed three Advisors per school site, serve(s) as the school's lead for the school-site MESA program, interfacing directly with the UCSB MESA Center and staff.
4. Provide **school facilities and services**, at least once a week, for MESA Program activities.
5. Provide access to students, **student level data**, and student academic records, including transcripts, with written parent permission to release student information to UCSB. This access is necessary to select, monitor and guide MESA participants. Sensitive information will be held in strict confidence.
6. Maintain an official **student enrollment** of at least 40 eligible students across grade levels.
7. Support MESA **student retention** and development of **cohorts**, middle school through high school graduation. To achieve this, a MESA goal is to serve a comparable distribution of student numbers between different grade levels. Emphasis is placed on enrolling MESA students at the school's earliest grade level, and retaining students through their transition to high school, and through high school to graduation.
8. Provide **release time** for the MESA Advisor to attend special meetings, trainings, or educational field trips. The school site covers substitute teacher pay. Generally, school-day activities are limited to 2 per year. Most professional development is scheduled after school or on weekends.
9. **Compensate fully subscribed and actively participating MESA Advisor(s)** with a stipend amount determined by the school site and/or Oxnard School District, but at least matching the individual stipend amount(s) paid by the UCSB MESA Program, per academic year, which starts at \$500 for new MESA Advisors and caps at \$700 for those with 3+ years of service. This amount may be pro-rated depending upon the number of official MESA Advisors per site, an Advisor's length of service, number of eligible and enrolled students served, advisor-student ratio, planning, curriculum development, professional development, timely communication with school and MESA Center, response to information and report request, and participation by Advisor(s) and students in MESA Center

activities. Advisor's stipends are paid directly and independently of the MESA Advisor stipend. All stipend amounts are dependent upon funding availability.

10. Provide **transportation** for MESA students, advisors, chaperones, and parents for scheduled MESA enrichment events, including (but not exclusively) Engineering and STEM events, college campus tours, Science & Technology MESA Day (MESA Day Prelims), other MESA Days (including MESA Regional Finals, and State Finals). Generally, activities requiring bus transportation are limited to three events per year.
11. Provide **travel expenses** (lodging and meals) for qualifying students, and their advisors and chaperones, for occasional MESA events requiring lengthy trips and overnight stays at the destination (typically in two-year cycles for Regional MESA Day Finals at CSU Fresno or UC Santa Cruz).
12. Provide appropriate district or **school-site funds**, on a case-by-case basis, and **in-kind support**, to supplement MESA funds and student materials, and to assist with program implementation and advisor needs.
13. Work cooperatively with school staff/faculty and the MESA Center Director and staff to explore and promote the establishment of a **MESA period, class, or an elective course**, scheduled during the regular school day. For such a MESA period (class), the instructor(s) will be compensated by the District or school site, and will also serve as a MESA Co-Advisor.
14. Provide appropriate **funds for instructional and student materials for MESA periods, classes, elective courses** scheduled during regular school day.
15. Provide **facilities** at the school site(s) for **parent / family MESA programs** (i.e., trainings, orientations, STEM Education, etc.) on weekends or evenings.
16. Work cooperatively with school staff/faculty, other academic preparation programs and the MESA Center to insure that at least **50% of MESA students complete Algebra I (or Common Core equivalent) by grade 8.**
17. Assist the MESA Center in **identifying potential field trip sites, guest speakers, or other enrichment opportunities** that foster program objectives.
18. Keep the **MESA Center informed** about school policies, administrative changes, course options and proceedings (e.g., student/parent handbooks, new course descriptions, academy developments, newsletters, and curriculum advancement, general school program information sessions, and include the MESA Program on the community partners' mailing list and district / school program websites).
19. Defend, indemnify and hold **University of California**, its officers, employees and agents harmless from and against any and all **liability, loss, expense** (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of School District, its officers, agents or employees.
20. Insure, at its sole cost and expense, its activities in connection with this agreement and obtain, keep in force, and **maintain insurance** as follows:
 - A. **COMMERCIAL FORM GENERAL LIABILITY** (contractual liability included) with minimum limits as follows:

1. General Aggregate	\$2,000,000
2. Products/Completed Operations Aggregate	\$1,000,000
3. Personal and Advertising Injury	\$1,000,000
4. Each Occurrence	\$1,000,000

If the above insurance is written on a claims-made form, it shall continue for three (3) years following termination of this Agreement. The insurance shall have a retroactive date of placement prior to or coinciding with the effective date of this Agreement.

B. BUSINESS AUTOMOBILE LIABILITY

For District owned, scheduled, non-owned, or hired automobiles with a combined single limit of not less than dollars \$1,000,000 per occurrence.

C. WORKERS' COMPENSATION as required under California State law.

D. Such other insurance in such amounts which from time to time may be reasonably required by the mutual consent of University and Provider against other insurable risks relating to performance.

E. ADDITIONAL REQUIREMENTS:

1. It shall be expressly understood that the coverages required under Subparagraphs A. and B. shall not limit the liability of the School District.
2. The coverages referred to under Subparagraph A. and B. shall be endorsed to include THE REGENTS OF THE UNIVERSITY OF CALIFORNIA as an additional insured. A copy of the endorsement evidencing that The Regents of the University of California has been added as a named additional insured on the policies must be attached to the certificate of insurance.
3. The Certificate of Insurance CERTIFICATE HOLDER shall be named as follows:

REGENTS OF THE UNIVERSITY OF CALIFORNIA

Contracts and Property Office
3203 SAASB Bldg
University of California
Santa Barbara, CA 93106

4. Certificates shall provide for advance written notice to University in accordance with policy provisions of any modification, change, or cancellation of any component of the insurance coverage.

Under this agreement, the MESA Advisor(s) consent(s) to:

1. **Support the terms** outlined above in the District / Schools' section of this agreement.
2. Serve as the **lead for the MESA Program at the school site**, and work closely and cooperatively, with MESA Center staff to ensure the program's proper implementation.
3. **Attend, participate, and supervise MESA-sponsored activities**, including: regular student activity sessions, college campus tours, STEM education field trips, MESA Academies, Preliminary MESA Day Competitions (including Destination College MESA Day), Regional MESA Day Competitions, Statewide and National MESA Challenges if students qualify to compete, MESA Awards Celebration, student leadership sessions, and related MESA activities.
4. **Participate in professional development**, including regular MESA Advisor meetings, advisor training(s), and related special extracurricular activities. Usually, school-day activities are limited to 3 per year. MESA Advisor meetings are typically held after hours, 4 times a year, and attendance is

required. MESA Advisor professional development opportunities are typically held in the summer, but may be throughout the school year.

5. Coordinate the **identification and recruitment of eligible and targeted students** for the school site program within the established guidelines, per the School's section of agreement which reads as follows: Support and implement MESA's targeting policy. MESA was developed and is funded to serve educationally disadvantaged and first-generation college-bound students. To the extent possible by law, MESA emphasizes the participation by students from groups with low rates of eligibility for four-year universities, and from populations that are underrepresented in science, technology, engineering and mathematics (STEM) fields.
6. Meet **deadlines for required forms**, including student enrollment, sign-up's, permission forms, communications' response, and data submission. Extensions may be granted for extenuating circumstances and with advance communication to, and approval from, the MESA Center before the actual deadline.
7. Review for proper completion and required signatures, and submit to the MESA staff required **Student Enrollment** documents and Waivers by the associated deadline(s), *which will be November of each academic year*.
8. Maintain and submit monthly, accurate, clear and detailed **Student Activity Records**.
9. Request extra or special activity materials, which are not regularly provided by the MESA Center, in advance to the MESA Center staff. Most **materials** that are regulation and required for official student competitions are provided by the MESA Center in reasonable quantities for the number of students who will compete in MESA Days. Provision of other materials is dependent upon funds and supplies, and cannot be guaranteed by the MESA program.
10. Maintain and submit accurate, clear and detailed **receipts** – within a short period of time - for any materials purchases that, previously, were requested and approved in writing by the MESA Center Director.
11. Assemble **MESA students** and conduct hands-on mathematics/science **enrichment activities** after-school, or during a designated additional time period, for at least one hour per week, and preferably for two hours on average. Activities should be focused on MESA Day events and supplemental STEM lessons.
12. Promote **academic preparation and college motivation information** with students, and assist MESA staff with academic preparation exercises for students.
13. Implement, not necessarily exclusively, the **curricular resources** provided by the MESA Center.
14. **Communicate regularly** with the MESA Program Director, Coordinator(s) and MESA Center Staff, particularly with respect to program progress, needs, concerns or special requests.
15. Assist the MESA Center in **identifying** potential field trip sites, guest speakers, other **enrichment opportunities, and resources** that foster program objectives.
16. Provide the MESA Center with **constructive feedback** on how to improve the program's operation, success, efficiency, and curricular resources.

Under this agreement, and subject to available funding, the *University of California, Santa Barbara MESA Schools Program* consents to:

1. Make **final selection of the MESA Advisor(s)**, in consultation with the School Site Administrator, to be reviewed at the start of each new academic year.
2. Plan and conduct at least **two annual Advisor Meetings** or information sessions.

3. Provide the MESA Advisor(s) with **review sessions, trainings and professional development** opportunities related to the MESA model.
4. **Work closely and cooperatively with the MESA Advisor(s)** to develop and implement the MESA Program.
5. Assist school-site personnel and Advisor(s) with the recruitment, selection, enrollment, and retention of **eligible MESA student participants**.
6. Maintain and use all **student data** provided by the school site in **strict confidence** and solely for the purposes of targeting, selecting, monitoring and guiding MESA participants.
7. Conduct, guide or assist with **orientation and recruitment sessions** for prospective MESA student participants and their parents.
8. Provide **personnel and financial resources, subject to available funding, for the implementation of the MESA model**. This includes coordination of academic and enrichment activities, curricular resources, materials and supplies required for official competitions, educational field trips, and oversight of MESA efforts at school sites.
9. **Compensate fully subscribed and actively participating MESA Advisor(s)** with a stipend amount not to exceed \$700 each, nor to exceed \$1400 for the total number of advisors at a school site, per academic year. Individual advisor stipends will be paid directly to advisor by the UCSB MESA program. The stipend amount per advisor is determined by the number of MESA-approved advisors who are serving the prescribed student cohort composition. Advisors' stipends are pro-rated depending upon the number of official MESA advisors per site, an advisor's length of service, number of eligible and enrolled students served, advisor-student ratio, planning, and participation in curriculum development, professional development, timely communication with school and MESA Center, response to information and report request, and participation by Advisor(s) and students in MESA Center activities.
10. Maintain and submit **official MESA enrollment records and reports** regularly and to meet deadlines established by MESA Statewide, UCSB, and funding sources.
11. If available, assign a mentor or tutor (generally, a college MESA student) to **assist the MESA Advisor(s)** with MESA Day project preparation, academies, pre-competitions, and STEM activities.
12. Provide educational, outreach leadership, and STEM **activities for parents** of MESA participants, in collaboration with MESA Advisor(s) and school personnel.
13. Work closely with MESA Advisor(s) to provide **academic preparation, college knowledge, career information**, particularly in STEM fields, for MESA students.
14. **Coordinate recurrent MESA events**, including Science and Technology MESA Days, and Regional MESA Days.
15. Provide facilities at **UCSB or affiliated local college sites** for special MESA activities.
16. Act as the **liaison between the district, school site and the Statewide MESA Office** and affiliated MESA Centers.
17. Manage the **administrative responsibilities** of the program.
18. **Seek external financial and in-kind support** for enrichment activities through grants, proposals and other partnerships.
19. **University shall defend, indemnify and hold School District, its officers, employees and agents harmless** from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees or claims for injury or

damages are caused by or result from the negligent or intentional acts or omissions of University, its officers, agents or employees.

SECTION II: Data Sharing

Under this agreement, the Oxnard School District, *FRANK and FREMONT ACADEMIES*, consents to the following data sharing:

This agreement, states the conditions under which the Oxnard School District (hereinafter referred to as "SCHOOL DISTRICT") may release personally identifiable student information to the University of California, Santa Barbara and their Authorized Users (hereinafter referred to as "UCSB Authorized Users - UCSB administrators, program directors and staff") in the Office of Educational Partnerships (OEP) (listed in Section 2.3). The primary purpose of releasing the personally identifiable information is to allow UCSB's Authorized Users to provide direct educational program services to OSD students through OEP and to conduct institutional and program evaluation of these services to identify appropriate academic and policy-related interventions related to enhancing student achievement. This agreement to allow the release of personally identifiable student information is written under the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

1. Statement of Work

1.1 Responsibilities of the University. OEP's work focuses on increasing college going rates, in particular, improving academic preparation, college awareness and planning, and enhancing parental leadership and school involvement. Our Mathematics, Engineering, Science Achievement (MESA) program deliver services that are targeted to students with the greatest need. Students with the greatest need are determined by their overall academic performance, in particular, performance in key content areas (English, math, and science) as well as standardized tests such as the CAASPP. OEP is funded by state funds to serve educationally disadvantaged, first-generation college-bound, and/or limited income students.

1.2 Responsibilities of OESD.

- Provide access to MESA student education records pursuant to the terms in sections 2 and 3 of this agreement
- Communicate regularly and promptly with OEP staff, particularly with respect to changes, concerns or special requests
- Provide timely responses to communication

2. Parties

2.1 The University's performance hereunder shall be under the direction of Mr. Mario Castellanos (herein the "Representative"). In the event that the Representative becomes unable or is unwilling to continue work under this Agreement the University shall work with OSD to appoint a mutually agreed upon Representative for the duration of this Agreement.

2.2 The University's Representative may also be represented by other persons associated with the University and Representative to assist in any phase of the programs services effort. If applicable, this includes Dr. Micaela Morgan, OEP K-12 Programs Director and Dr. Lisa Rodriguez, OEP Evaluator.

2.3 The University's Authorized Users - UCSB administrators, program directors and staff are limited exclusively to the following program staff positions (not individuals regardless of position): OEP Executive Director, OEP Evaluator, K-12 Programs Director, MESA Director, and MESA Coordinator. Qualified UCSB Authorized Users shall be proficient and experienced in managing confidential data.

Dr. Micaela Morgan – OEP K-12 Programs Director and MESA Director

Enrique Guzman – MESA Coordinator

Mayra Villanueva – MESA Coordinator

Mario Castellanos – OEP Executive Director

Dr. Lisa Rodriguez – OEP Evaluator

2.4 The OSD Representative is Dr. Ginger Shea, Director, Enrichment & Specialized Programs, who will coordinate the approval of all evaluation research and data disclosure. The OSD Representative will monitor the evaluation research and data use to ensure that it is being conducted as proposed and meets the obligations of this agreement.

2.5 The OSD Sponsor is Dr. Karling Aguilera-Fort, Superintendent. The OSD Sponsor and OSD Representative will monitor the program services to ensure that they are being conducted as proposed and meet the obligations of this agreement.

3. Disclosure of Student Records Data and Compliance with FERPA

3.1 The University will adhere to all legal requirements, including but not limited to the provisions of the Federal Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. §1232g). For the purposes of this agreement, the University will use data collected by the University and disclosed by SCHOOL DISTRICT in the performance of this agreement for a purpose other than those authorized under §99.31 of Title 34, therefore the University shall obtain parental consent for disclosure of student records using the SBUSD form in Exhibit A. Nothing in this agreement may be construed to allow either party to maintain, use, disclose, or share student information in a manner not allowed by federal law or regulation. In particular, the University will not disclose any data contained under this agreement in a manner that could identify any individual student or the student's parent(s)/guardian(s), per 34 CFR §99.31 (6)(ii)(A), except as authorized by FERPA.

3.2 The University will abide by information re-disclosure limitations per 34 CFR §99.33 (a)(1); §99.33 (a)(2). Data that contain personal information from students' education records are protected by the FERPA (20 U.S.C. §1232g) and may not be re-released without consent of the parents or eligible students. In no event will any personally identifiable information be released to any person or organization other than the UCSB's Authorized Users listed in Section 2.3 and SCHOOL DISTRICT;

3.3 The University shall destroy or return to the OSD Representative all data obtained under this agreement upon the earlier of i) termination of this agreement, or ii) when data are no longer needed for the purposes for which the agreement is drawn. In any event, return or destruction of data shall not occur later than 7 years after the child reaches the age of maturity (18 in California).

3.4 The University's single authorized Representative to request student and/or employee records data, if applicable, is the OEP Evaluator. This request will be sent via an email from the OEP Evaluator to the OSD Representative.

3.5 OSD agrees to temporarily release student records for the duration of this agreement to University subject to FERPA and OSD policies and procedures. OSD agrees to do so by creating secure single-user accounts in the student information system to disclose the following student records data and

Personally Identifying Information to the UCSB Authorized Users listed in Section 2.3 as the representative(s) of the University:

- Student Name
- Gender
- Ethnicity
- Home Phone
- Email and Mailing Address
- Student Local ID
- CA State ID
- Date of Birth
- Parent Education Level
- Free and Reduced Lunch Status
- Language Classification
- CA Assessment of Student Performance and Progress Tests Data
- California English Language Development Test Data
- Course schedule and Course Grades
- GPA
- Internal Benchmark/Assessment Data
- Enrollment History
- Current Enrollment Site and Grade Level
- Attendance
- Course requests

3.6 University's Representative(s) is permitted to disclose student records and Personally Identifying Information to other UCSB project personnel, but only to the extent this information is required by project personnel to meet their obligations to the performance of this agreement.

3.7 The SCHOOL DISTRICT reserves the right to withhold personally identifiable student data from UCSB's Authorized Users at any time.

3.8 The SCHOOL DISTRICT and The University agree to hold the data in strict confidence. The University shall retain data furnished by the school/district and in a place physically secure from access by unauthorized persons. Data in electronic format – including, but not limited to, hard drives, CDs or diskettes – shall be stored and processed in such a way that unauthorized persons cannot retrieve the data by means of computer, remote terminal or other means. The SCHOOL DISTRICT and the University agrees that any computer on which the data reside will be password-protected at all times. All data shall be sent via a security encrypted site.

4. Reports

4.1 The University shall provide OSD with an interim technical report by June 30 annually to the OSD Representative. A final technical report (herein the "Report") of program outcomes is due within ninety (90) days after the end date of this Agreement to the OSD Representative. All data in reporting must be presented in aggregate form, such that any individual student or the student's parent(s)/guardian(s) may not be identified.

4.2 The University and OSD acknowledge and agree that OSD may not and will not disclose to the UCSB Representative any personally identifiable information (PII) from student and/or employee records unless as specified under Section 7 of this Agreement. All data in reporting must be presented in aggregate

form, such that any individual student or the student's parent(s)/guardian(s) may not be identified, unless the report is for internal OSD staff use only.

5. Performance Period

5.1 The period of performance and the term of this Agreement will commence on July 1, 2021 and will conclude on June 30, 2022.

6. Cost

6.1 The parties acknowledge and agree that the University will provide the services described in this Agreement at no cost to OSD. The parties acknowledge and agree that OSD will provide the services described in this Agreement at no cost to the University. The cost of fingerprinting and TB testing will be borne by UCSB; OSD will not provide reimbursement.

7. Publication

7.1 OSD does not permit that the University use the information and the data collected by or provided to the University in connection with this Agreement for research purposes such as academic research conferences or scientific publications.

8. Governing Law

8.1 This Agreement will be governed by, and interpreted in accordance with, the laws of the State of California as applied to contracts made and performed in California, and without regard to the conflict of laws provisions thereof.

9. Notice

9.1 Whenever any notice is to be given hereunder, it will be deemed to have been properly received when delivered in person or when mailed by registered or certified first class mail to the addresses given below:

If to the University: Mr. Mario Castellanos
Executive Director, Office of Education Partnerships
1501 South Hall
University of California, Santa Barbara
Santa Barbara, CA 93106-3011

If to OSD: Dr. Karling Aguilera-Fort
Superintendent
Oxnard School District
1051 South A Street
Oxnard, CA 93030

With a copy to: Dr. Ginger Shea
Director, Enrichment & Specialized Programs
Oxnard School District
1051 South A Street
Oxnard, CA 93030

10. Termination

10.1 Either the University or OSD may terminate this Agreement without cause and without liability to the non-terminating party by giving at least thirty (30) days written notice to the other party.

11. Publicity

11.1 Neither party shall use the name, trade name, trademark, or other designation of the other party in connection with any products, promotion, or advertising, without the prior written permission of the other party.

12. Indemnification

12.1 OSD shall defend, indemnify, and hold the University, its officers, employees, and agents harmless from and against all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement, but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of OSD, its officers, agents or employees.

12.2 The University shall defend, indemnify, and hold OSD, its officers, employees, and agents harmless from and against all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the University, its officers, agents or employees.

13. Entire Agreement and Modification

13.1 This Agreement constitutes the entire agreement between the parties regarding the subject matter hereof, and may be modified or amended only by a written agreement signed by an authorized signatory of each party hereto.

This agreement is acknowledged by all parties with the signatures below, and expires on June 30, 2022.

Under this agreement, Oxnard School District and the University of California Santa Barbara MESA Schools Program consent to the following:

1. Either the University or the District may terminate this Agreement and cease the UCSB MESA Program by giving at least thirty (30) days' written notice to the other party.
2. This Agreement constitutes the entire agreement between the parties regarding the subject matter hereof, and may be modified or amended only by a written agreement signed an authorized signatory of each party hereto.

APPROVAL SIGNATURES

Lisa Franz, Director of Purchasing

Date

Please print two copies. Send both original documents with appropriate signatures to the following address:

UC Santa Barbara
MESA Program
c/o Office of Education Partnerships
1501 South Hall
Santa Barbara, CA 3106-3011

TEL: 805.893.8347
FAX: 805.893.3871

When all signatures and Board approval are received, OSD and UCSB MESA will each receive an original copy.

Dr. Micaela Morgan, UCSB Office of Education Partnerships
UCSB K-12 Programs Director and Director of MESA Program

Date

Mr. Mario Castellanos, UCSB Office of Education Partnerships
Executive Director and UCSB MESA Co-Principal Investigator

Date

Dr. Glenn Beltz, UCSB College of Engineering Associate Dean
and UCSB MESA Principal Investigator

Date

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #21-156 - Ventura County Office of Education (DeGenna/Valdes)

This agreement authorizes the Oxnard School District, Early Childhood Education Programs & State Preschools to participate in the Quality Counts Ventura County (QCVC). Through this agreement, the Oxnard School District will receive funding to maintain and increase access to high quality preschools for children 3 to 5 years of age. This agreement provides funds for professional development, technical assistance, and costs of materials.

Term of the Agreement: August 1, 2021 through June 30, 2022

FISCAL IMPACT:

Funding for this project will be provided to the Oxnard School District from the Ventura County Office of Education up to the amount of \$49,200.00

RECOMMENDATION:

It is the recommendation of the Director, Early Childhood Education Programs, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #21-156 with the Ventura County Office of Education.

ADDITIONAL MATERIALS:

Attached: [Agreement #21-156, Ventura County Office of Education \(36 Pages\)](#)



Ventura County Office of Education
SHORT FORM SERVICES AGREEMENT

This Services Agreement (the "Agreement") is made and entered into this 1st day of August 2021 by and between Ventura County Office of Education (hereinafter referred to as "Superintendent") and Oxnard School District (hereinafter referred to as "Provider").

Oxnard School District
Provider
1051 South A Street
Street Address

Oxnard, CA 93030
Tax Identification or Social Security Number
City, State, Zip

SERVICES.

See Attached Statement of Work

Description of Services to be performed	Hour(s) of Service	Location
<u>August 1, 2021 - June 30, 2022</u>	<u>N/A</u>	<u>See Statement of Work</u>

FEES.

Compensation for Services *Please indicate Honorarium/Per-day/Hour/Session/Quarter/Lump sum	\$ <u>49,200.00</u>
Covered Expenses <input type="checkbox"/> Yes (Itemize below) <input checked="" type="checkbox"/> No *Original itemized receipts required	\$ <u>0.00</u>
Total not to exceed	\$ <u>49,200.00</u>

ENCUMBERED
10012021ole

PROVIDER REQUIREMENTS.

- W-9
- Signed IRS 20 Factor Checklist
- Signed Travel policy
- Other
- Certificates of Insurance
- Fingerprint Certification
- Out-of-State Withholding waiver (See Tax Notice)

CONDITIONS. Provider will have no obligation to provide services until Superintendent returns a signed copy of this Agreement.

NATURE OF RELATIONSHIP. The parties agree the relationship created by this Agreement is that of independent contractor.

AUTHORITY. Provider represents and warrants that Provider has all requisite power and authority to conduct its business and to execute, deliver, and perform this Agreement.

SUBCONTRACTING. None of the services covered by this contract shall be subcontracted without the prior written consent of the Superintendent. The Provider shall be as fully responsible to the Superintendent for the acts and omissions of his/her subcontractors, and of persons either directly or indirectly employed by him/her, as if the acts and omissions were performed by him/her directly.

TERMINATION OR AMENDMENT. This Agreement may be amended in writing at any time by mutual written consent of all of the parties to this Agreement, and may be terminated by either party for any reason by giving the other party 30 days advance written notice.

CANCELLATION CLAUSE. No payment shall be provided if the stated activity is cancelled for whatever reason with a minimum of seven (7) calendar days notice prior to the scheduled date.

PAYMENT. Upon proper invoicing, payment will be made within 30 days of approval by the Program Manager designated below.

NON-DISCRIMINATION AND EQUAL EMPLOYMENT OPPORTUNITY. Provider represents and agrees that it does not and shall not discriminate against any employee or applicant for employment because of race, religion, color, sex, or national origin.

GOVERNING LAW AND VENUES. This Agreement shall be interpreted in accordance with the laws of the State of California. If any action is brought to interpret or enforce any term of this Agreement, the action shall be brought in state or federal court situated in the County of Ventura, State of California.

COPYRIGHT. Provider hereby agrees that Superintendent shall be the sole owner of the copyright for any publications, writings, materials or product developed by or as a result of this Agreement. Provider shall maintain the confidentiality of any such materials produced..

DISPUTE RESOLUTION. Any dispute arising under this Agreement, including, without limitation, all disputes relating in any manner to the performance or enforcement of this Agreement shall be resolved by binding arbitration in Ventura County pursuant to the rules of the American Arbitration Association.

ATTORNEYS FEES. In the event of any action or proceeding to interpret or enforce the terms of this Agreement, the prevailing party, as determined by the court or arbitrator, shall be entitled to recover its reasonable attorneys fees and costs incurred in connection with such actions or proceeding.

INSURANCE. Provider is required to provide insurance coverage limits specified on "REQUIRED LIMITS OF INSURANCE FOR INDEPENDENT CONTRACTORS."

INDEMNIFICATION. Provider agrees to defend, indemnify, and hold harmless Superintendent, its officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, or other obligations or claims arising out of any liability or damage to person or property, or any other loss, sustained or claimed to have been sustained arising out of activities of the Provider or those of any of its officers, agents, employees, or subcontractors of Provider, whether such act or omission is authorized by this Agreement or not. Provider shall also pay for any and all damage to the Real and Personal Property of the Superintendent, or loss or theft of such Property, done or caused by such persons. Superintendent assumes no responsibility whatsoever for any property placed on Superintendent premises by Provider, Provider's agents, employees or subcontractors. Provider further hereby waives any and all rights of subrogation that it may have against the Superintendent. The provisions of this indemnification do not apply to any damage or losses caused solely by the negligence of the Superintendent or any of its officers, agents, employees, and/or volunteers.

ACKNOWLEDGEMENT AND AGREEMENT. I have read this agreement and agree to its terms.

Lisa Franz, Director

Provider/Representative's name and title (print)
Alicia McFarland, Director, ECP
VCOE Program Manager
Lisa Cline, Executive Director, IBS
VCOE Authorized Representative

Signature [Signature]
Signature [Signature]
Signature

Date 9/21/21
Date 9-29-21
Date

For VCOE use only:
 Charge to Account. 120-5800-6127-0-8500-2100-000-290-0000-0 SM 9/24/21 Contract not to exceed. \$ 49,200
 Completion of Services confirmation & approval for payment. _____ Date _____
 Department Contact. Melanie Edmunds x1514 Program Manager DE542 N/A
 Name & Phone

STATEMENT OF WORK
AUGUST 1, 2021 – JUNE 30, 2022

Oxnard School District (hereinafter referred to as “PROVIDER”), through participation in the Quality Counts Ventura County (QCVC), is eligible to receive a CSPP QRIS Block Grant for sustaining high-quality preschools at each state-funded site that is rated Tier 4 or higher on the *Quality Counts Ventura County Quality Rating and Improvement System Quality Continuum Framework* (see Exhibit A).

FUNDING

Block Grant funding is not guaranteed and is based on the availability of funding from the California Department of Education, Early Learning and Care Division. Funding received from the Block Grant is to be used to support high-quality preschool programs serving children between the ages of three (3) and five (5) years old. Received Block Grant funds do not have to be fully expended in the current fiscal year; unspent funds may be carried over to subsequent fiscal years.

Center-based sites, rated at Tier 4, will receive \$2,700 per classroom and sites, rated at Tier 5, will receive \$3,700 per classroom. Full-day classroom sessions will receive an increase adjustment of .5, to be added to the base Block Grant amount. Sites rated at Tier 3 or lower will receive a \$2,000 Quality Improvement (QI) stipend. These QI stipends must be utilized in support of the sites Quality Improvement Plan (QIP).

The **actual** Block Grant amount, in the Table I below, is based on the identified participating site(s) active rating. For Tier 2-3 sites, ratings will expire three (3) years from the rating date, and Tier 4-5 sites, ratings will expire five (5) years from the rating date.

Table I

Block Grant Actual Allocation									
Active Rating	Participation Site(s)	Part-day Classroom	Full-day Classroom	Allocation	Part-day total	Full-day total	Full day adjustment	Adjustment Total	Total
4	Driffill Preschool	2		\$2,700	\$5,400	0	0.5	\$0	\$5,400
5	Harrington	2		\$3,700	\$7,400	0	0.5	\$0	\$7,400
4	Ritchen	2		\$2,700	\$5,400	0	0.5	\$0	\$5,400
4	Rose Avenue Preschool	2		\$2,700	\$5,400	0	0.5	\$0	\$5,400
4	San Miguel Preschool	2		\$2,700	\$5,400	0	0.5	\$0	\$5,400
4	Sierra Linda	2		\$2,700	\$5,400	0	0.5	\$0	\$5,400
TOTAL ACTUAL AMOUNT:									\$34,400

The **projected** Block Grant amount, in Table II below, is based on the identified participating site(s) reaching a Tier 5 rating by June 2021 on the *Quality Counts Ventura County Quality Rating and Improvement System Quality Continuum Framework*.

Table II

Block Grant Projected Allocation								
Participation Site(s)	Part-day Classroom	Full-day Classroom	Allocation	Part-day total	Full-day total	Full day Adjustment	Adjustment Total	Total
Ramona	2		\$3,700	\$7,400	\$0	0.5	\$0	\$7,400
Lemonwood	2		\$3,700	\$7,400	\$0	0.5	\$0	\$7,400
TOTAL PROJECTED AMOUNT AVAILABLE:								\$14,800

QUALITY ASSURANCES

The PROVIDER agrees to the following:

- Independent assessment using The Classroom Assessment Scoring System (CLASS), if deemed appropriate for the setting
- Independent assessment using the Environment Rating Scale (ERS), if deemed appropriate for the setting
- Post Evaluation Notices (Exhibit B) prior to any CLASS and/or ERS assessment(s) in or near classroom(s) to inform providers, teachers, and parents about the use of data collected during assessment(s)
- Develop and implement an initial quality improvement plan (QIP) and one (1) update to the QIP for each participating site
- Provide Ages and Stages Questionnaire (ASQ) screening opportunities to families enrolled in PROVIDER's participating site(s).
- Participate in ongoing evaluation, including participating in focus groups, or other methods determined by the quality improvement/evaluation plan
- Maintain "good standing" status with Community Care Licensing (CCL); notify the Technical Assistant Specialist if cited by CCL, within 2 weeks of the citation, and
- Agree to receive SUPERINTENDENT's Early Childhood Program's newsletters and correspondence.

DATA COLLECTION

The SUPERINTENDENT utilizes the iPinwheel-Hubbe Data System operated by Early Quality Systems, Inc. to store and track data from programs participating in QCVC. The PROVIDER will identify an Agency Administrator and a Data Representative to facilitate and implement the web-based iPinwheel-Hubbe Data System, and provide the following aggregate data via iPinwheel for PROVIDER's participating site(s):

- Child Demographics (twice per year, Fall and Spring)
- DRDP data (twice per year, Fall and Spring)
- Staff Demographics, Education and Professional Development (no later than 30 days prior to rating), as applicable

Data may be synched or exported from PROVIDER's data system and imported into iPinwheel-Hubbe using a script or mapping file provided by Early Quality Systems, Inc. Information/data not provided by the PROVIDER's data system will need to be entered manually.

DATA PRIVACY COMPLIANCE

California local educational agencies, such as SUPERINTENDENT, and technology service providers, such as Early Quality Systems, Inc., (third-party Consultant) are required by federal and state laws to protect certain data, including but not limited to financial, health, and educational records. Early Quality Systems, Inc.'s services must implement procedures and protective measures to assure compliance with current federal statutes and California state privacy requirements, including but not limited to the Family Educational Rights and Privacy Act ("FERPA"), the Children's Online Privacy Protection Act ("COPPA"), the Protection of Pupil Rights Amendment ("PPRA") and the Children's Internet Protection Act ("CIPA"), California Assembly Bill 1584, California Assembly Bill 1442, the Student Online Personal Information Protection Act ("SOPIPA"), and other applicable federal and California State laws.

- **Standard Student Data Privacy Agreement ("DPA")**, is hereby incorporated into and made a part of this Agreement; the SUPERINTENDENT and Early Quality Systems-Hubbe, Inc. will jointly ensure compliance with the above as outlined in the DPA.

The PROVIDER is responsible for obtaining consent and authorization from parent/guardian (if non aggregate child-level data is shared) and from site staff (see "Data Collection") for sharing data with VCOE and the iPinwheel-Hubbe database (operated by Early Quality Systems, Inc).

INVOICING

Block Grant payments will be processed after **March 1, 2022** or upon finalized active rating(s) for all applicable sites. Invoices must be submitted to:

Early Childhood Programs
Ventura County Office of Education
5100 Adolfo Rd.
Camarillo, CA 93012

Please note: Programs will be held harmless, unless further guidance from the California Department of Education notes otherwise, for:

1. non-operation due to written state and/or local public health order(s) related to the COVID-19 pandemic that is specific to early learning education or child care
2. required rating or re-rating for QRIS

In these cases, programs will be funded based on their most recent data collected and/or prior operating year tier rating if applicable.

REPORTING

The PROVIDER is responsible for reporting expenditures for all funding received through the Block Grant. Block Grant funds must be used to support, maintain or improve quality for children three (3) to five (5) years old. The PROVIDER will provide an electronic copy of the *Block Grant Expenditure Report* (see Exhibit C) or other reporting requirement as updated by the California Department of Education. Expenditure reports are due no later than **July 10, 2022**.

ATTACHMENTS

1. *California Student Data Privacy Agreement ("DPA")*
2. *Exhibit A – Quality Counts Ventura County Quality Rating and Improvement System Quality Continuum Framework*
3. *Exhibit B – Quality Counts California (QCC) Evaluation Notices*
4. *Exhibit C – Block Grant Expenditure Report*

STANDARD STUDENT DATA PRIVACY AGREEMENT

**CA-NDPA Standard
Version 1.0 (10.25.20)**

Ventura County Office of Education

and

Early Quality Systems Inc. DBA Hubbe Inc.

6/23/2021

This Student Data Privacy Agreement ("DPA") is entered into on the date of full execution (the "Effective Date") and is entered into by and between:

Ventura County Office of Education, located at 5189 Verdugo Way, Camarillo, CA 93012
(the "Local Education Agency" or "LEA") and
Early Quality Systems Inc. DBA Hubbe Inc., located at 11956 Bernardo Plaza Drive #406 San Diego CA 92128
(the "Provider").

WHEREAS, the Provider is providing educational or digital services to LEA.

WHEREAS, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act ("FERPA") at 20 U.S.C. § 1232g (34 CFR Part 99); the Children's Online Privacy Protection Act ("COPPA") at 15 U.S.C. § 6501-6506 (16 CFR Part 312), applicable state privacy laws and regulations
and

WHEREAS, the Provider and LEA desire to enter into this DPA for the purpose of establishing their respective obligations and duties in order to comply with applicable laws and regulations.

NOW THEREFORE, for good and valuable consideration, LEA and Provider agree as follows:

1. A description of the Services to be provided, the categories of Student Data that may be provided by LEA to Provider, and other information specific to this DPA are contained in the Standard Clauses hereto.
2. **Special Provisions. Check if Required**
 - If checked, the Supplemental State Terms and attached hereto as Exhibit "G" are hereby incorporated by reference into this DPA in their entirety.
 - If Checked, the Provider, has signed Exhibit "E" to the Standard Clauses, otherwise known as General Offer of Privacy Terms
3. In the event of a conflict between the SDPC Standard Clauses, the State or Special Provisions will control. In the event there is conflict between the terms of the DPA and any other writing, including, but not limited to the Service Agreement and Provider Terms of Service or Privacy Policy the terms of this DPA shall control.
4. This DPA shall stay in effect for three years. Exhibit E will expire 3 years from the date the original DPA was signed.
5. The services to be provided by Provider to LEA pursuant to this DPA are detailed in Exhibit "A" (the "Services").
6. **Notices.** All notices or other communication required or permitted to be given hereunder may be given via e-mail transmission, or first-class mail, sent to the designated representatives below.

The designated representative for the LEA for this DPA is:

Name: Alicia McFarland Title: Director, Early Childhood Programs

Address: 5100 Adolfo Road, Camarillo, CA 93012

Phone: (805) 437-1512 Email: amcfarland@vcoe.org

The designated representative for the Provider for this DPA is:

Name: Claire Crandall Title: Director

Address: 11956 Bernardo Plaza Drive #406 San Diego, CA 92128

Phone: 760-644-4922 Email: Claire@IPinwheel.com; Claire@hubbeinc.com

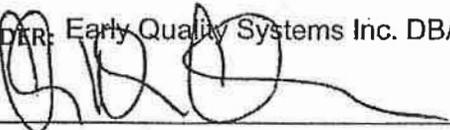
IN WITNESS WHEREOF, LEA and Provider execute this DPA as of the Effective Date.

LEA: Ventura County Office of Education

By:  Date: 7-20-21

Printed Name: Lisa Cline Title/Position: Executive Director, Internal Business Services

PROVIDER: Early Quality Systems Inc. DBA Hubbe Inc.

By:  Date: 6/23/2021

Printed Name: Claire Crandall Title/Position: Director

STANDARD CLAUSES

Version 3.0

ARTICLE I: PURPOSE AND SCOPE

1. **Purpose of DPA.** The purpose of this DPA is to describe the duties and responsibilities to protect Student Data including compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time. In performing these services, the Provider shall be considered a School Official with a legitimate educational interest, and performing services otherwise provided by the LEA. Provider shall be under the direct control and supervision of the LEA, with respect to its use of Student Data
2. **Student Data to Be Provided.** In order to perform the Services described above, LEA shall provide Student Data as identified in the Schedule of Data, attached hereto as **Exhibit "B"**.
3. **DPA Definitions.** The definition of terms used in this DPA is found in **Exhibit "C"**. In the event of a conflict, definitions used in this DPA shall prevail over terms used in any other writing, including, but not limited to the Service Agreement, Terms of Service, Privacy Policies etc.

ARTICLE II: DATA OWNERSHIP AND AUTHORIZED ACCESS

1. **Student Data Property of LEA.** All Student Data transmitted to the Provider pursuant to the Service Agreement is and will continue to be the property of and under the control of the LEA. The Provider further acknowledges and agrees that all copies of such Student Data transmitted to the Provider, including any modifications or additions or any portion thereof from any source, are subject to the provisions of this DPA in the same manner as the original Student Data. The Parties agree that as between them, all rights, including all intellectual property rights in and to Student Data contemplated per the Service Agreement, shall remain the exclusive property of the LEA. For the purposes of FERPA, the Provider shall be considered a School Official, under the control and direction of the LEA as it pertains to the use of Student Data, notwithstanding the above.
2. **Parent Access.** To the extent required by law the LEA shall establish reasonable procedures by which a parent, legal guardian, or eligible student may review Education Records and/or Student Data correct erroneous information, and procedures for the transfer of student-generated content to a personal account, consistent with the functionality of services. Provider shall respond in a reasonably timely manner (and no later than forty five (45) days from the date of the request or pursuant to the time frame required under state law for an LEA to respond to a parent or student, whichever is sooner) to the LEA's request for Student Data in a student's records held by the Provider to view or correct as necessary. In the event that a parent of a student or other individual contacts the Provider to review any of the Student Data accessed pursuant to the Services, the Provider shall refer the parent or individual to the LEA, who will follow the necessary and proper procedures regarding the requested information.
3. **Separate Account.** If Student-Generated Content is stored or maintained by the Provider, Provider shall, at the request of the LEA, transfer, or provide a mechanism for the LEA to transfer, said Student-Generated Content to a separate account created by the student.

4. **Law Enforcement Requests.** Should law enforcement or other government entities ("Requesting Party(ies)") contact Provider with a request for Student Data held by the Provider pursuant to the Services, the Provider shall notify the LEA in advance of a compelled disclosure to the Requesting Party, unless lawfully directed by the Requesting Party not to inform the LEA of the request.
5. **Subprocessors.** Provider shall enter into written agreements with all Subprocessors performing functions for the Provider in order for the Provider to provide the Services pursuant to the Service Agreement, whereby the Subprocessors agree to protect Student Data in a manner no less stringent than the terms of this DPA.

ARTICLE III: DUTIES OF LEA

1. **Provide Data in Compliance with Applicable Laws.** LEA shall provide Student Data for the purposes of obtaining the Services in compliance with all applicable federal, state, and local privacy laws, rules, and regulations, all as may be amended from time to time.
2. **Annual Notification of Rights.** If the LEA has a policy of disclosing Education Records and/or Student Data under FERPA (34 CFR § 99.31(a)(1)), LEA shall include a specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest in its annual notification of rights.
3. **Reasonable Precautions.** LEA shall take reasonable precautions to secure usernames, passwords, and any other means of gaining access to the services and hosted Student Data.
4. **Unauthorized Access Notification.** LEA shall notify Provider promptly of any known unauthorized access. LEA will assist Provider in any efforts by Provider to investigate and respond to any unauthorized access.

ARTICLE IV: DUTIES OF PROVIDER

1. **Privacy Compliance.** The Provider shall comply with all applicable federal, state, and local laws, rules, and regulations pertaining to Student Data privacy and security, all as may be amended from time to time.
2. **Authorized Use.** The Student Data shared pursuant to the Service Agreement, including persistent unique identifiers, shall be used for no purpose other than the Services outlined in Exhibit A or stated in the Service Agreement and/or otherwise authorized under the statutes referred to herein this DPA.
3. **Provider Employee Obligation.** Provider shall require all of Provider's employees and agents who have access to Student Data to comply with all applicable provisions of this DPA with respect to the Student Data shared under the Service Agreement. Provider agrees to require and maintain an appropriate confidentiality agreement from each employee or agent with access to Student Data pursuant to the Service Agreement.
4. **No Disclosure.** Provider acknowledges and agrees that it shall not make any re-disclosure of any Student Data or any portion thereof, including without limitation, user content or other non-public information and/or personally identifiable information contained in the Student Data other than as directed or

permitted by the LEA or this DPA. This prohibition against disclosure shall not apply to aggregate summaries of De-Identified information, Student Data disclosed pursuant to a lawfully issued subpoena or other legal process, or to subprocessors performing services on behalf of the Provider pursuant to this DPA. Provider will not Sell Student Data to any third party.

5. **De-Identified Data**: Provider agrees not to attempt to re-identify de-identified Student Data. De-Identified Data may be used by the Provider for those purposes allowed under FERPA and the following purposes: (1) assisting the LEA or other governmental agencies in conducting research and other studies; and (2) research and development of the Provider's educational sites, services, or applications, and to demonstrate the effectiveness of the Services; and (3) for adaptive learning purpose and for customized student learning. Provider's use of De-Identified Data shall survive termination of this DPA or any request by LEA to return or destroy Student Data. Except for Subprocessors, Provider agrees not to transfer de-identified Student Data to any party unless (a) that party agrees in writing not to attempt re-identification, and (b) prior written notice has been given to the LEA who has provided prior written consent for such transfer. Prior to publishing any document that names the LEA explicitly or indirectly, the Provider shall obtain the LEA's written approval of the manner in which de-identified data is presented.
6. **Disposition of Data**. Upon written request from the LEA, Provider shall dispose of or provide a mechanism for the LEA to transfer Student Data obtained under the Service Agreement, within sixty (60) days of the date of said request and according to a schedule and procedure as the Parties may reasonably agree. Upon termination of this DPA, if no written request from the LEA is received, Provider shall dispose of all Student Data after providing the LEA with reasonable prior notice. The duty to dispose of Student Data shall not extend to Student Data that had been De-Identified or placed in a separate student account pursuant to section II 3. The LEA may employ a "Directive for Disposition of Data" form, a copy of which is attached hereto as **Exhibit "D"**. If the LEA and Provider employ Exhibit "D," no further written request or notice is required on the part of either party prior to the disposition of Student Data described in Exhibit "D".
7. **Advertising Limitations**. Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; or (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Service to LEA. This section does not prohibit Provider from using Student Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); or (ii) to make product recommendations to teachers or LEA employees; or (iii) to notify account holders about new education product updates, features, or services or from otherwise using Student Data as permitted in this DPA and its accompanying exhibits

ARTICLE V: DATA PROVISIONS

1. **Data Storage**. Where required by applicable law, Student Data shall be stored within the United States. Upon request of the LEA, Provider will provide a list of the locations where Student Data is stored.
2. **Audits**. No more than once a year, or following unauthorized access, upon receipt of a written request from the LEA with at least ten (10) business days' notice and upon the execution of an appropriate confidentiality agreement, the Provider will allow the LEA to audit the security and privacy measures that are in place to ensure protection of Student Data or any portion thereof as it pertains to the delivery of services to the LEA. The Provider will cooperate reasonably with the LEA and any local, state, or federal

agency with oversight authority or jurisdiction in connection with any audit or investigation of the Provider and/or delivery of Services to students and/or LEA, and shall provide reasonable access to the Provider's facilities, staff, agents and LEA's Student Data and all records pertaining to the Provider, LEA and delivery of Services to the LEA. Failure to reasonably cooperate shall be deemed a material breach of the DPA.

3. **Data Security.** The Provider agrees to utilize administrative, physical, and technical safeguards designed to protect Student Data from unauthorized access, disclosure, acquisition, destruction, use, or modification. The Provider shall adhere to any applicable law relating to data security. The provider shall implement an adequate Cybersecurity Framework based on one of the nationally recognized standards set forth set forth in Exhibit "F". Exclusions, variations, or exemptions to the identified Cybersecurity Framework must be detailed in an attachment to Exhibit "H". Additionally, Provider may choose to further detail its security programs and measures that augment or are in addition to the Cybersecurity Framework in Exhibit "F". Provider shall provide, in the Standard Schedule to the DPA, contact information of an employee who LEA may contact if there are any data security concerns or questions.
4. **Data Breach.** In the event of an unauthorized release, disclosure or acquisition of Student Data that compromises the security, confidentiality or integrity of the Student Data maintained by the Provider the Provider shall provide notification to LEA within seventy-two (72) hours of confirmation of the incident, unless notification within this time limit would disrupt investigation of the incident by law enforcement. In such an event, notification shall be made within a reasonable time after the incident. Provider shall follow the following process:
 - (1) The security breach notification described above shall include, at a minimum, the following information to the extent known by the Provider and as it becomes available:
 - i. The name and contact information of the reporting LEA subject to this section.
 - ii. A list of the types of personal information that were or are reasonably believed to have been the subject of a breach.
 - iii. If the information is possible to determine at the time the notice is provided, then either (1) the date of the breach, (2) the estimated date of the breach, or (3) the date range within which the breach occurred. The notification shall also include the date of the notice.
 - iv. Whether the notification was delayed as a result of a law enforcement investigation, if that information is possible to determine at the time the notice is provided; and
 - v. A general description of the breach incident, if that information is possible to determine at the time the notice is provided.
 - (2) Provider agrees to adhere to all federal and state requirements with respect to a data breach related to the Student Data, including, when appropriate or required, the required responsibilities and procedures for notification and mitigation of any such data breach.
 - (3) Provider further acknowledges and agrees to have a written incident response plan that reflects best practices and is consistent with industry standards and federal and state law for responding to a data breach, breach of security, privacy incident or unauthorized acquisition or use of Student Data or any portion thereof, including personally identifiable information and agrees to provide LEA, upon request, with a summary of said written incident response plan.

- (4) LEA shall provide notice and facts surrounding the breach to the affected students, parents or guardians.
- (5) In the event of a breach originating from LEA's use of the Service, Provider shall cooperate with LEA to the extent necessary to expeditiously secure Student Data.

ARTICLE VI: GENERAL OFFER OF TERMS

Provider may, by signing the attached form of "General Offer of Privacy Terms" (General Offer, attached hereto as Exhibit "E"), be bound by the terms of Exhibit "E" to any other LEA who signs the acceptance on said Exhibit. The form is limited by the terms and conditions described therein.

ARTICLE VII: MISCELLANEOUS

1. **Termination.** In the event that either Party seeks to terminate this DPA, they may do so by mutual written consent so long as the Service Agreement has lapsed or has been terminated. Either party may terminate this DPA and any service agreement or contract if the other party breaches any terms of this DPA.
2. **Effect of Termination Survival.** If the Service Agreement is terminated, the Provider shall destroy all of LEA's Student Data pursuant to Article IV, section 6.
3. **Priority of Agreements.** This DPA shall govern the treatment of Student Data in order to comply with the privacy protections, including those found in FERPA and all applicable privacy statutes identified in this DPA. In the event there is conflict between the terms of the DPA and the Service Agreement, Terms of Service, Privacy Policies, or with any other bid/RFP, license agreement, or writing, the terms of this DPA shall apply and take precedence. In the event of a conflict between Exhibit H, the SDPC Standard Clauses, and/or the Supplemental State Terms, Exhibit H will control, followed by the Supplemental State Terms. Except as described in this paragraph herein, all other provisions of the Service Agreement shall remain in effect.
4. **Entire Agreement.** This DPA and the Service Agreement constitute the entire agreement of the Parties relating to the subject matter hereof and supersedes all prior communications, representations, or agreements, oral or written, by the Parties relating thereto. This DPA may be amended and the observance of any provision of this DPA may be waived (either generally or in any particular instance and either retroactively or prospectively) only with the signed written consent of both Parties. Neither failure nor delay on the part of any Party in exercising any right, power, or privilege hereunder shall operate as a waiver of such right, nor shall any single or partial exercise of any such right, power, or privilege preclude any further exercise thereof or the exercise of any other right, power, or privilege.

5. **Severability.** Any provision of this DPA that is prohibited or unenforceable in any jurisdiction shall, as to such jurisdiction, be ineffective to the extent of such prohibition or unenforceability without invalidating the remaining provisions of this DPA, and any such prohibition or unenforceability in any jurisdiction shall not invalidate or render unenforceable such provision in any other jurisdiction. Notwithstanding the foregoing, if such provision could be more narrowly drawn so as not to be prohibited or unenforceable in such jurisdiction while, at the same time, maintaining the intent of the Parties, it shall, as to such jurisdiction, be so narrowly drawn without invalidating the remaining provisions of this DPA or affecting the validity or enforceability of such provision in any other jurisdiction.
6. **Governing Law; Venue and Jurisdiction.** THIS DPA WILL BE GOVERNED BY AND CONSTRUED IN ACCORDANCE WITH THE LAWS OF THE STATE OF THE LEA, WITHOUT REGARD TO CONFLICTS OF LAW PRINCIPLES. EACH PARTY CONSENTS AND SUBMITS TO THE SOLE AND EXCLUSIVE JURISDICTION TO THE STATE AND FEDERAL COURTS FOR THE COUNTY OF THE LEA FOR ANY DISPUTE ARISING OUT OF OR RELATING TO THIS DPA OR THE TRANSACTIONS CONTEMPLATED HEREBY.
7. **Successors Bound:** This DPA is and shall be binding upon the respective successors in interest to Provider in the event of a merger, acquisition, consolidation or other business reorganization or sale of all or substantially all of the assets of such business. In the event that the Provider sells, merges, or otherwise disposes of its business to a successor during the term of this DPA, the Provider shall provide written notice to the LEA no later than sixty (60) days after the closing date of sale, merger, or disposal. Such notice shall include a written, signed assurance that the successor will assume the obligations of the DPA and any obligations with respect to Student Data within the Service Agreement. The LEA has the authority to terminate the DPA if it disapproves of the successor to whom the Provider is selling, merging, or otherwise disposing of its business.
8. **Authority.** Each party represents that it is authorized to bind to the terms of this DPA, including confidentiality and destruction of Student Data and any portion thereof contained therein, all related or associated institutions, individuals, employees or contractors who may have access to the Student Data and/or any portion thereof.
9. **Waiver.** No delay or omission by either party to exercise any right hereunder shall be construed as a waiver of any such right and both parties reserve the right to exercise any such right from time to time, as often as may be deemed expedient.

EXHIBIT "A"
DESCRIPTION OF SERVICES

Hubbe Inc. owns and operates the Early Childhood Integrated Data System (ECIDS) called The ECE Hubbe. The Student Information System component of the Early Childhood Integrated Data System is called The SIS Hubbe. The SIS Hubbe is a browser-based web application with a centralized database that tracks, measures, stores, and reports the data needed to implement and manage a successful infant, toddler and/or preschool program and to improve the quality of early childhood education. SIS Hubbe California has been specifically designed to support agencies to successfully administer their California State Preschool Programs (CSPP and CCTR) and report the outcomes to the California Department of Education and to the California Department of Social Services. The system can also be used to manage private-pay programs as many state-funded preschool providers also serve families with tuition-based services when needed. Many state-funded preschool providers also serve families with tuition-based services when needed, and we have developed the system to be flexible and robust enough to support both subsidized and tuition-based families/children.

The SIS Hubbe California system provides an easy-to-use graphical user interface (GUI) available via browsers on popular computing platforms such as PCs, iPads, and Mobile devices. The system can be securely accessed anytime anywhere via the Internet using the internet browser Google Chrome. Having a browser-based solution that is a Server-Side Application, rather than a Client-Side Application, means that the application is delivered from the server to the browser, and does not reside as an application on each individual computer. In this manner, no special client software or installations are required. When SIS Hubbe California is updated at the server, it is immediately available to all users.

Hubbe Inc. partners with organizations to reduce the burden of managing complex state-funded early childhood education programs with a proven and secure, FERPA-compliant data system. SIS Hubbe California was designed to "start" in the infant/toddler/preschool classroom. The system has many features that benefit classroom instructional staff as well as state funded and tuition-based preschool program administrators for managing their program and improving the quality of early childhood education.

EXHIBIT "B"
SCHEDULE OF DATA

Category of Data	Elements	Check if Used by Your System
Application Technology Meta Data	IP Addresses of users, Use of cookies, etc.	<input checked="" type="checkbox"/>
	Other application technology meta data-Please specify:	
Application Use Statistics	Meta data on user interaction with application	<input checked="" type="checkbox"/>
Assessment	Standardized test scores	<input type="checkbox"/>
	Observation data	<input checked="" type="checkbox"/>
	Other assessment data-Please specify:	
Attendance	Student school (daily) attendance data	<input checked="" type="checkbox"/>
	Student class attendance data	<input checked="" type="checkbox"/>
Communications	Online communications captured (emails, blog entries)	<input checked="" type="checkbox"/>
Conduct	Conduct or behavioral data	<input checked="" type="checkbox"/>
Demographics	Date of Birth	<input checked="" type="checkbox"/>
	Place of Birth	<input checked="" type="checkbox"/>
	Gender	<input checked="" type="checkbox"/>
	Ethnicity or race	<input checked="" type="checkbox"/>
	Language information (native, or primary language spoken by student)	<input checked="" type="checkbox"/>
	Other demographic Information-Please specify:	
Enrollment	Student school enrollment	<input checked="" type="checkbox"/>
	Student grade level	<input checked="" type="checkbox"/>
	Homeroom	<input checked="" type="checkbox"/>
	Guidance counselor	<input type="checkbox"/>
	Specific curriculum programs	<input checked="" type="checkbox"/>
	Year of graduation	<input type="checkbox"/>
	Other enrollment Information-Please specify:	
Parent/Guardian Contact Information	Address	<input checked="" type="checkbox"/>
	Email	<input checked="" type="checkbox"/>
	Phone	<input checked="" type="checkbox"/>

Category of Data	Elements	Check if Used by Your System
Parent/Guardian ID	Parent ID number (created to link parents to students)	<input checked="" type="checkbox"/>
Parent/Guardian Name	First and/or Last	<input checked="" type="checkbox"/>
Schedule	Student scheduled courses	<input checked="" type="checkbox"/>
	Teacher names	<input checked="" type="checkbox"/>
Special Indicator	English language learner information	<input checked="" type="checkbox"/>
	Low income status	<input checked="" type="checkbox"/>
	Medical alerts/ health data	<input checked="" type="checkbox"/>
	Student disability information	<input checked="" type="checkbox"/>
	Specialized education services (IEP or 504)	<input checked="" type="checkbox"/>
	Living situations (homeless/foster care)	<input checked="" type="checkbox"/>
	Other indicator information-Please specify:	
Student Contact Information	Address	<input checked="" type="checkbox"/>
	Email	<input checked="" type="checkbox"/>
	Phone	<input checked="" type="checkbox"/>
Student Identifiers	Local (School district) ID number	<input checked="" type="checkbox"/>
	State ID number	<input checked="" type="checkbox"/>
	Provider/App assigned student ID number	<input checked="" type="checkbox"/>
	Student app username	<input type="checkbox"/>
	Student app passwords	<input type="checkbox"/>
Student Name	First and/or Last	<input checked="" type="checkbox"/>
Student In App Performance	Program/application performance (typing program-student types 60 wpm, reading program-student reads below grade level)	<input type="checkbox"/>
Student Program Membership	Academic or extracurricular activities a student may belong to or participate in	<input type="checkbox"/>
Student Survey Responses	Student responses to surveys or questionnaires	<input type="checkbox"/>
Student work	Student generated content; writing, pictures, etc.	<input type="checkbox"/>
	Other student work data -Please specify:	
Transcript	Student course grades	<input type="checkbox"/>
	Student course data	<input type="checkbox"/>
	Student course grades/ performance scores	<input type="checkbox"/>

Category of Data	Elements	Check if Used by Your System
	Other transcript data - Please specify:	
Transportation	Student bus assignment	<input type="checkbox"/>
	Student pick up and/or drop off location	<input type="checkbox"/>
	Student bus card ID number	<input type="checkbox"/>
	Other transportation data – Please specify:	
Other	Please list each additional data element used, stored, or collected by your application:	
None	No Student Data collected at this time. Provider will immediately notify LEA if this designation is no longer applicable.	<input type="checkbox"/>

EXHIBIT "C"
DEFINITIONS

De-Identified Data and De-Identification: Records and information are considered to be de-identified when all personally identifiable information has been removed or obscured, such that the remaining information does not reasonably identify a specific individual, including, but not limited to, any information that, alone or in combination is linkable to a specific student and provided that the educational agency, or other party, has made a reasonable determination that a student's identity is not personally identifiable, taking into account reasonable available information.

Educational Records: Educational Records are records, files, documents, and other materials directly related to a student and maintained by the school or local education agency, or by a person acting for such school or local education agency, including but not limited to, records encompassing all the material kept in the student's cumulative folder, such as general identifying data, records of attendance and of academic work completed, records of achievement, and results of evaluative tests, health data, disciplinary status, test protocols and individualized education programs.

Metadata: means information that provides meaning and context to other data being collected; including, but not limited to: date and time records and purpose of creation Metadata that have been stripped of all direct and indirect identifiers are not considered Personally Identifiable Information.

Operator: means the operator of an internet website, online service, online application, or mobile application with actual knowledge that the site, service, or application is used for K-12 school purposes. Any entity that operates an internet website, online service, online application, or mobile application that has entered into a signed, written agreement with an LEA to provide a service to that LEA shall be considered an "operator" for the purposes of this section.

Originating LEA: An LEA who originally executes the DPA in its entirety with the Provider.

Provider: For purposes of the DPA, the term "Provider" means provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Student Data. Within the DPA the term "Provider" includes the term "Third Party" and the term "Operator" as used in applicable state statutes.

Student Generated Content: The term "student-generated content" means materials or content created by a student in the services including, but not limited to, essays, research reports, portfolios, creative writing, music or other audio files, photographs, videos, and account information that enables ongoing ownership of student content.

School Official: For the purposes of this DPA and pursuant to 34 CFR § 99.31(b), a School Official is a contractor that: (1) Performs an institutional service or function for which the agency or institution would otherwise use employees; (2) Is under the direct control of the agency or institution with respect to the use and maintenance of Student Data including Education Records; and (3) Is subject to 34 CFR § 99.33(a) governing the use and re-disclosure of personally identifiable information from Education Records.

Service Agreement: Refers to the Contract, Purchase Order or Terms of Service or Terms of Use.

Student Data: Student Data includes any data, whether gathered by Provider or provided by LEA or its users, students, or students' parents/guardians, that is descriptive of the student including, but not limited to,

information in the student's educational record or email, first and last name, birthdate, home or other physical address, telephone number, email address, or other information allowing physical or online contact, discipline records, videos, test results, special education data, juvenile dependency records, grades, evaluations, criminal records, medical records, health records, social security numbers, biometric information, disabilities, socioeconomic information, individual purchasing behavior or preferences, food purchases, political affiliations, religious information, text messages, documents, student identifiers, search activity, photos, voice recordings, geolocation information, parents' names, or any other information or identification number that would provide information about a specific student. Student Data includes Meta Data. Student Data further includes "personally identifiable Information (PII)," as defined in 34 C.F.R. § 99.3 and as defined under any applicable state law. Student Data shall constitute Education Records for the purposes of this DPA, and for the purposes of federal, state, and local laws and regulations. Student Data as specified in Exhibit "B" is confirmed to be collected or processed by the Provider pursuant to the Services. Student Data shall not constitute that information that has been anonymized or de-identified, or anonymous usage data regarding a student's use of Provider's services.

Subprocessor: For the purposes of this DPA, the term "Subprocessor" (sometimes referred to as the "Subcontractor") means a party other than LEA or Provider, who Provider uses for data collection, analytics, storage, or other service to operate and/or improve its service, and who has access to Student Data.

Subscribing LEA: An LEA that was not party to the original Service Agreement and who accepts the Provider's General Offer of Privacy Terms.

Targeted Advertising: means presenting an advertisement to a student where the selection of the advertisement is based on Student Data or inferred over time from the usage of the operator's Internet web site, online service or mobile application by such student or the retention of such student's online activities or requests over time for the purpose of targeting subsequent advertisements. "Targeted advertising" does not include any advertising to a student on an Internet web site based on the content of the web page or in response to a student's response or request for information or feedback.

Third Party: The term "Third Party" means a provider of digital educational software or services, including cloud-based services, for the digital storage, management, and retrieval of Education Records and/or Student Data, as that term is used in some state statutes. However, for the purpose of this DPA, the term "Third Party" when used to indicate the provider of digital educational software or services is replaced by the term "Provider."

EXHIBIT "D"
DIRECTIVE FOR DISPOSITION OF DATA

Ventura County Office of Education Provider to dispose of data obtained by Provider pursuant to the terms of the Service Agreement between LEA and Provider. The terms of the Disposition are set forth below:

1. Extent of Disposition

Disposition is partial. The categories of data to be disposed of are set forth below or are found in an attachment to this Directive:

[Insert categories of data here]
Disposition is Complete. Disposition extends to all categories of data.

2. Nature of Disposition

Disposition shall be by destruction or deletion of data.
 Disposition shall be by a transfer of data. The data shall be transferred to the following site as follows:

[Insert or attach special instructions]

3. Schedule of Disposition

Data shall be disposed of by the following date:

As soon as commercially practicable.
 By

4. Signature

Lisa Chui
Authorized Representative of LEA

7/20/21
Date

5. Verification of Disposition of Data

[Signature]
Authorized Representative of Company

6/23/2021
Date

EXHIBIT "E"
GENERAL OFFER OF PRIVACY TERMS

1. Offer of Terms

Provider offers the same privacy protections found in this DPA between It and
Ventura County Office of Education

("Originating LEA") which is dated 6/23/2021, to any other LEA ("Subscribing LEA") who accepts this General Offer of Privacy Terms ("General Offer") through its signature below. This General Offer shall extend only to privacy protections, and Provider's signature shall not necessarily bind Provider to other terms, such as price, term, or schedule of services, or to any other provision not addressed in this DPA. The Provider and the Subscribing LEA may also agree to change the data provided by Subscribing LEA to the Provider to suit the unique needs of the Subscribing LEA. The Provider may withdraw the General Offer in the event of: (1) a material change in the applicable privacy statutes; (2) a material change in the services and products listed in the originating Service Agreement; or three (3) years after the date of Provider's signature to this Form. Subscribing LEAs should send the signed Exhibit "E" to Provider at the following email address:

PROVIDER: _____

BY: _____ Date: _____

Printed Name: _____ Title/Position: _____

2. Subscribing LEA

A Subscribing LEA, by signing a separate Service Agreement with Provider, and by its signature below, accepts the General Offer of Privacy Terms. The Subscribing LEA and the Provider shall therefore be bound by the same terms of this DPA for the term of the DPA between the Ventura County Office of Education and the Provider. ****PRIOR TO ITS EFFECTIVENESS, SUBSCRIBING LEA MUST DELIVER NOTICE OF ACCEPTANCE TO PROVIDER PURSUANT TO ARTICLE VII, SECTION 5. ****

LEA: _____

BY: _____ Date: _____

Printed Name: _____ Title/Position: _____

SCHOOL DISTRICT NAME: _____

DESIGNATED REPRESENTATIVE OF LEA:

Name: _____

Title: _____

Address: _____

Telephone Number: _____

Email: _____

EXHIBIT "F"
DATA SECURITY REQUIREMENTS

Adequate Cybersecurity Frameworks
2/24/2020

The Education Security and Privacy Exchange ("Edspex") works in partnership with the Student Data Privacy Consortium and industry leaders to maintain a list of known and credible cybersecurity frameworks which can protect digital learning ecosystems chosen based on a set of guiding cybersecurity principles* ("Cybersecurity Frameworks") that may be utilized by Provider .

Cybersecurity Frameworks

	MAINTAINING ORGANIZATION/GROUP	FRAMEWORK(S)
<input type="checkbox"/>	National Institute of Standards and Technology	NIST Cybersecurity Framework Version 1.1
<input type="checkbox"/>	National Institute of Standards and Technology	NIST SP 800-53, Cybersecurity Framework for Improving Critical Infrastructure Cybersecurity (CSF), Special Publication 800-171
<input type="checkbox"/>	International Standards Organization	Information technology — Security techniques — Information security management systems (ISO 27000 series)
<input type="checkbox"/>	Secure Controls Framework Council, LLC	Security Controls Framework (SCF)
<input type="checkbox"/>	Center for Internet Security	CIS Critical Security Controls (CSC, CIS Top 20)
<input type="checkbox"/>	Office of the Under Secretary of Defense for Acquisition and Sustainment (OUSD(A&S))	Cybersecurity Maturity Model Certification (CMMC, ~FAR/DFAR)

Please visit <http://www.edspex.org> for further details about the noted frameworks.

*Cybersecurity Principles used to choose the Cybersecurity Frameworks are located here

EXHIBIT "G"

Supplemental SDPC State Terms for California

Version 1.0

This Amendment for SDPC State Terms for California ("**Amendment**") is entered into on the date of full execution (the "**Effective Date**") and is incorporated into and made a part of the Student Data Privacy Agreement ("**DPA**") by and between:

Ventura County Office of Education
, located at 5189 Verdugo Way, Camarillo, CA 93012
(the "**Local Education Agency**" or "**LEA**") and
Early Quality Systems Inc. DBA Hubbe Inc. , located at 11956 Bernardo Plaza Drive #406 San Diego CA 92128
(the "**Provider**").

All capitalized terms not otherwise defined herein shall have the meaning set forth in the DPA.

WHEREAS, the Provider is providing educational or digital services to LEA, which services include: (a) cloud-based services for the digital storage, management, and retrieval of pupil records; and/or (b) digital educational software that authorizes Provider to access, store, and use pupil records; and

WHEREAS, the Provider and LEA recognize the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable laws and regulations, such as the Family Educational Rights and Privacy Act ("**FERPA**") at 20 U.S.C. § 1232g (34 C.F.R. Part 99); the Protection of Pupil Rights Amendment ("**PPRA**") at 20 U.S.C. §1232h; and the Children's Online Privacy Protection Act ("**COPPA**") at 15 U.S.C. § 6501-6506 (16 C.F.R. Part 312), accordingly, the Provider and LEA have executed the DPA, which establishes their respective obligations and duties in order to comply with such applicable laws; and

WHEREAS, the Provider will provide the services to LEA within the State of California and the Parties recognizes the need to protect personally identifiable student information and other regulated data exchanged between them as required by applicable California laws and regulations, such as the Student Online Personal Information Protection Act ("**SOPIPA**") at California Bus. & Prof. Code § 22584; California Assembly Bill 1584 ("**AB 1584**") at California Education Code section 49073.1; and other applicable state privacy laws and regulations; and

WHEREAS, the Provider and LEA desire to enter into this Amendment for the purpose of clarifying their respective obligations and duties in order to comply with applicable California state laws and regulations.

NOW, THEREFORE, for good and valuable consideration, LEA and Provider agree as follows:

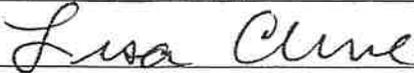
1. **Term.** The term of this Amendment shall expire on the same date as the DPA, unless otherwise terminated by the Parties.
2. **Modification to Article IV, Section 7 of the DPA.** Article IV, Section 7 of the DPA (Advertising Limitations) is amended by deleting the stricken text as follows:

Provider is prohibited from using, disclosing, or selling Student Data to (a) inform, influence, or enable Targeted Advertising; or (b) develop a profile of a student, family member/guardian or group, for any purpose other than providing the Service to LEA. This section does not prohibit Provider from using Student Data (i) for adaptive learning or customized student learning (including generating personalized learning recommendations); or (ii) to make product recommendations to teachers or LEA employees; or (iii) to notify account holders about new education product updates, features, or services or from otherwise using Student Data as permitted in this DPA and its accompanying exhibits.

[SIGNATURES BELOW]

IN WITNESS WHEREOF, LEA and Provider execute this Amendment as of the Effective Date.

LEA: Ventura County Office of Education

By:  Date: 7-20-21

Printed Name: Lisa Cline Title/Position: Executive Director, Internal Business Services

Provider: Early Quality Systems Inc. DBA Hubbe Inc.

By:  Date: 6/23/2021

Printed Name: Claire Crandall Title/Position: Director

QUALITY COUNTS VENTURA COUNTY RATING MATRIX

1 POINT License in Good Standing	2 POINTS Intermediate	3 POINTS Good	4 POINTS Advanced	5 POINTS High-Quality
CORE I: CHILD DEVELOPMENT AND SCHOOL READINESS				
Child Observation				
<input type="checkbox"/> Not required	<input type="checkbox"/> Program uses evidence-based child assessment/ observation tool annually that covers all five domains of development	<input type="checkbox"/> Program uses valid and reliable child assessment/observation tool aligned with CA <i>Foundations & Frameworks</i> twice a year	<input type="checkbox"/> DRDP (minimum twice a year) and results used to inform curriculum planning	<input type="checkbox"/> Program uses DRDP twice a year and uploads into DRDP Tech and results used to inform curriculum planning
Developmental and Health Screenings				
<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> Health Screening Form (Community Care <i>Licensing form LIC 701 "Physician's Report - Child Care Centers"</i>) used at entry, then: <ol style="list-style-type: none"> 1. Annually OR 2. Ensures vision and hearing screenings are conducted annually 	<input type="checkbox"/> Program works with families to ensure screening of all children using a valid and reliable developmental screening tool at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ at entry and as indicated by results thereafter AND <input type="checkbox"/> Meets Criteria from point level 2	<input type="checkbox"/> Program works with families to ensure screening of all children using the ASQ & ASQ-SE , if indicated, at entry, annually, and then as indicated by results thereafter AND <input type="checkbox"/> Program staff uses children's screening results to make referrals and implement intervention strategies and adaptations as appropriate AND <input type="checkbox"/> Meets Criteria from point level 2
CORE II: TEACHERS AND TEACHING				
Minimum Qualifications for Lead Teacher/Family Child Care Home (FCCH)				
<input type="checkbox"/> Meets Title 22 Regulations	<input type="checkbox"/> 24 units of ECE/CD or Associate Teacher Permit <input type="checkbox"/> FCCH : 12 units of ECE/CD or Associate Teacher Permit	<input type="checkbox"/> 24 units of ECE and 16 units of General Education or Teacher Permits AND <input type="checkbox"/> 21 hours professional development (PD) annually	<input type="checkbox"/> Associate's degree (AA/AS) in ECE/CD (or closely related field) OR AA/AS in any field plus 24 units of ECE/CD or Site Supervisor Permit AND <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree in ECE/CD (or closely related field) OR BA/BS in any field with 24+ units of ECE/CD OR master's degree in ECE/CD or Program Director Permit AND <input type="checkbox"/> 21 hours PD annually
Effective Teacher-Child Interactions: CLASS Assessments (*Use tool for appropriate age group as available)				

¹Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

² Local-Tier 5: Local decision if there are additional elements included California Department of Education, Updated May 28, 2015; Effective July 1, 2015
VCOE Rev. 5.8.2017; Effective July 1, 2017 (updated July 1 2020)

1 POINT License In Good Standing	2 POINTS Intermediate	3 POINTS Good	4 POINTS Advanced	5 POINTS High-Quality
<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with CLASS (e.g., 2-hour Overview training) for appropriate age group as available by one representative from the site (on-line or face-to-face via facilitator)	<input type="checkbox"/> Independent CLASS assessment by reliable observer to inform the program’s development/improvement plan	<input type="checkbox"/> Independent CLASS assessment by reliable observer with minimum CLASS scores: Pre-K <ul style="list-style-type: none"> ▪ Emotional Support - 5 ▪ Classroom Organization – 5 ▪ Instructional Support –3 Toddler <ul style="list-style-type: none"> ▪ Emotional & Behavioral Support – 5 ▪ Engaged Support for Learning – 3.5 Infant <ul style="list-style-type: none"> ▪ Responsive Caregiving – 5.0 	<input type="checkbox"/> Independent assessment with CLASS with minimum CLASS scores: Pre-K <ul style="list-style-type: none"> ▪ Emotional Support – 5.5 ▪ Classroom Organization – 5.5 ▪ Instructional Support – 3.5 Toddler <ul style="list-style-type: none"> ▪ Emotional & Behavioral Support – 5.5 ▪ Engaged Support for Learning – 4 Infant <ul style="list-style-type: none"> ▪ Responsive Caregiving – 5.5
CORE III: PROGRAM AND ENVIRONMENT – Administration and Leadership				
Ratios and Group Size (Centers Only beyond licensing regulations)				
<input type="checkbox"/> Center: Title 22 Regulations Infant Ratio of 1:4 Toddler Option Ratio of 1:6 Preschool Ratio of 1:12 <input type="checkbox"/> FCCH: Title 22 Regulations (excluded from point values in ratio and group size)	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 4:16 Toddler – 3:18 Preschool – 3:36	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler– 3:12 Toddler – 2:12 Preschool– 2:24	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:12 or 2:8 Toddler – 2:10 Preschool – 3:24 or 2:20	<input type="checkbox"/> Center - Ratio: Group Size Infant/Toddler – 3:9 or better Toddler – 3:12 or better Preschool – 1:8 ratio and group size of no more than 20
Program Environment Rating Scale(s) (Use tool for appropriate setting: ECERS-R, ITERS-R, FCCERS-R)				
<input type="checkbox"/> Not Required	<input type="checkbox"/> Familiarity with ERS and every classroom uses ERS as a part of a Quality Improvement Plan	<input type="checkbox"/> Assessment on the whole tool. Results used to inform the program’s Quality Improvement Plan	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.0	<input type="checkbox"/> Independent ERS assessment. All subscales completed and averaged to meet overall score level of 5.5 OR Current National Accreditation approved by the California Department of Education
Director Qualifications (Centers Only)				

¹Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

² Local-Tier 5: Local decision if there are additional elements included California Department of Education, Updated May 28, 2015; Effective July 1, 2015

VCOE Rev. 5.8.2017; Effective July 1, 2017 (updated July 1 2020)

1 POINT License In Good Standing	2 POINTS Intermediate	3 POINTS Good	4 POINTS Advanced	5 POINTS High-Quality
<input type="checkbox"/> 12 units core ECE (early childhood education, child development, family/consumer studies, or related field), 3 units management/administration	<input type="checkbox"/> 24 units core ECE, 16 units General Education, 3 units management/administration <u>or</u> Master Teacher Permit	<input type="checkbox"/> Associate's degree with 24 units core ECE, 6 units management/administration, 2 units supervision <u>or</u> Site Supervisor Permit <u>AND</u> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Bachelor's degree with 24 units core ECE, 8 units management/administration <u>or</u> Program Director Permit <u>AND</u> <input type="checkbox"/> 21 hours PD annually	<input type="checkbox"/> Master's degree with 24 units core ECE including specialized courses, 8 units management/administration, <u>or</u> Administrative Credential <u>AND</u> <input type="checkbox"/> 21 hours PD annually

TOTAL POINT RANGES					
Program Type	Common-Tier 1	Local-Tier 2 ¹	Common-Tier 3	Common-Tier 4	Local-Tier 5 ²
Centers 7 Elements for 35 points	Blocked (7 Points) – Must Meet All Elements	Point Range 8 to 19	Point Range 20 to 25	Point Range 26 to 31	Point Range 32 and above
FCCHs 5 Elements for 25 points	Blocked (5 Points) – Must Meet All Elements	Point Range 6 to 13	Point Range 14 to 17	Point Range 18 to 21	Point Range 22 and above
Additional Local Tier Requirement(s)					<input type="checkbox"/> All teachers complete training on Foundations and Framework, (Overview <u>and</u> Volume 1 for preschool <u>or</u> Overview and all domains for infant/toddler teachers)* *All teachers who have been on staff for a minimum of 6 months and who have responsibility for instruction and child assessments.

¹Local-Tier 2: Local decision if Blocked or Points and if there are additional elements

² Local-Tier 5: Local decision if there are additional elements included California Department of Education, Updated May 28, 2015; Effective July 1, 2015
VCOE Rev. 5.8.2017; Effective July 1, 2017 (updated July 1 2020)



Quality Counts California Guidelines for Observation Notices

What are Observation Notices and why are they used?

The *Observation Notice for Teachers* and *Observation Notice for Parents* provide information about research activities to Quality Counts California (QCC) participants. The notices explain observation activities, what it means to participate, restate the First 5 California (F5CA) *Data Ethics Policy*, and provide contact information for QCC staff and the Committee for the Protection of Human Subjects (CPHS). All teachers and parents of children in classrooms receiving Classroom Assessment Scoring System® (CLASS®) or Environment Rating Scales (ERS) observations must be notified and have an opportunity to ask questions.

Do CLASS® or ERS observations also require consent forms?

No, because Observation Notices are provided, consent forms are not required from teachers or parents/guardians.

When should Observation Notices be used?

Observation Notices should be used if the following statements apply at a QCC site:

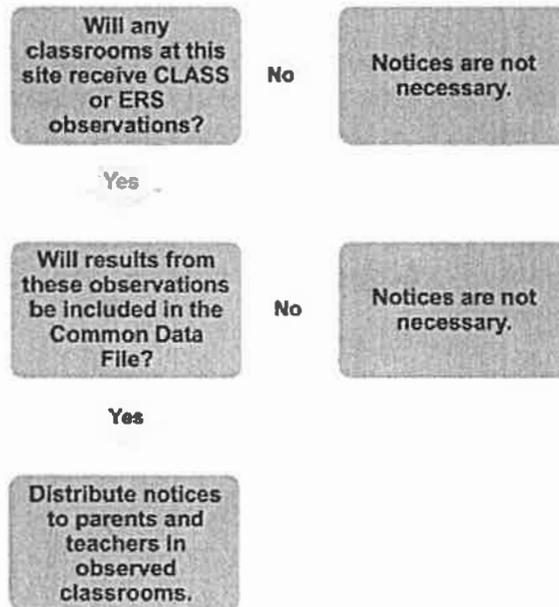
- CLASS® or ERS observations take place in a site receiving QCC Local Consortia and Partnership Grants funds.
- Results from any CLASS® or ERS observations will be included in the Common Data File you submit to First 5 California and the California Department of Education.

The key principle is that the notices be read by teachers and parents of children who will receive a classroom observation through QCC. After identifying appropriate classrooms with the following decision map:

- *Observation Notice for Teachers* must be posted in the classroom or provided individually to teaching staff.
- *Observation Notice for Parents* should be posted in a conspicuous place in or near classrooms (e.g., door of the classroom) and should clearly identify the classroom receiving the observation. Teachers also may distribute Observation Notices directly to parents.



The decision map below will help you determine whether or not to notify teachers and parents of scheduled classroom observations.



Whom do I contact if I have questions about the purpose of Observation Notices?

If you have questions about QCC's evaluation of early learning quality, please contact Gretchen Williams at (916) 263-5341 or gwilliams@ccfc.ca.gov. If you have any questions or concerns about the rights of research subjects, you can contact CPHS at (916) 326-3660 or cphs-mail@oshpd.ca.gov. The website for QCC is <https://qualitycountsca.net>.



Quality Counts California Observation Notice for Teachers

Dear Teacher:

Your classroom or care setting has been selected to be observed as part of quality improvement efforts.

First 5 California (F5CA) and the California Department of Education (CDE) are committed to improving the quality of early care and education in California and are evaluating quality improvement efforts at your school or child care setting. Observations in the classroom or care setting will help F5CA and CDE learn more about what children need in order to grow and learn in school as well as how to make classrooms better. The observation is part of an evaluation of Quality Counts California (QCC) and not an evaluation about individual teachers or children.

What does it mean for me to participate?

Trained observers will visit your classroom to observe how you interact with children and how your classroom or care setting is organized. Other researchers will summarize those observations to describe the quality of early care and education at your school or care setting. The information you provide will help improve future QCC programs. Only authorized individuals will have access to information you provide. Personal information about you will never be used in a way that could identify you in evaluation reports. You will not be compensated for participating in this observation.

Data Ethics Policy

It is the strict policy of F5CA and the CDE that data collected for this evaluation may not be used for individual performance review, promotion, discipline, or retention decisions related to teachers, assistants, or other classroom staff. If you feel any information collected for this evaluation is used in violation of this policy, or if you have any other questions, please contact Gretchen Williams at (916) 263-5341 or gwilliams@ccfc.ca.gov.



Whom do I contact if I have questions about the purpose of these observations?

If you have any questions about QCC's evaluation of early learning quality, please contact Gretchen Williams at (916) 263-5341 or gwilliams@ccfc.ca.gov.

If you have any questions or concerns about your rights as a research subject, you can contact the state Committee for the Protection of Human Subjects at (916) 326-3660 or cphs-mail@oshpd.ca.gov.

The website for Quality Counts California is <https://qualitycountsca.net>.



Quality Counts California Aviso de Observación para Maestros

Estimado Maestro(a):

Su salón de clase o sitio de cuidado infantil ha sido seleccionado para ser observado como parte de los esfuerzos de mejoramiento de calidad apoyado por Quality Counts California.

Primeros 5 California y el Departamento de Educación de California se comprometen a mejorar la calidad del cuidado y la educación temprana en California. Quality Counts California está evaluando los esfuerzos de mejoramiento de la calidad en su escuela o establecimiento de cuidado infantil. Observaciones en el salón de clase o sitio de cuidado ayudará a aprender más sobre lo que los niños necesitan para crecer y aprender en la escuela y también como mejorar los salones de clase. La observación es parte de una evaluación del programa Quality Counts California y no sirve como una evaluación individual de algún maestro o niño.

¿Qué significa participar para mí?

Observadores capacitados visitarán su salón de clase para observar cómo interactúa usted con los niños y cómo esta organizada su salón de clase o sitio de cuidados. Otros investigadores resumirán esas observaciones para describir la calidad de cuidado y educación temprana en su escuela o sitio de cuidados. La información que usted proporciona contribuirá a mejorar programas futuros de Quality Counts California. Sólo las personas autorizadas tendrán acceso a la información que usted proporciona. Nunca se utilizará su información personal en alguna manera que podría identificarlo en los informes de evaluación. Usted no será compensado por participar en esta observación.



Política de Ética de Datos

Es la política enfática de Primeros 5 California y el Departamento de Educación de California que los datos recogidos en esta evaluación no pueden ser utilizados para la revisión del desempeño individual, promoción, disciplina, o por decisiones relacionadas con la retención de los maestros, ayudantes o personal de aprendizaje. Si usted mantiene inquietudes sobre el uso inapropiado de los datos de evaluación, o si tiene alguna otra pregunta, favor de contactar a Gretchen Williams al número telefónico (916) 263-5341 o correo electrónico a gwilliams@ccfc.ca.gov.

¿A quién contacto si tengo preguntas sobre el propósito de estas observaciones?

Si usted tiene alguna pregunta sobre la evaluación de Quality Counts California en cuanto a la calidad del aprendizaje temprana, favor de contactar a Gretchen Williams al (916) 263-5341 o correo electrónico a gwilliams@ccfc.ca.gov.

Si usted tiene alguna pregunta o inquietud acerca de sus derechos como sujeto del estudio, puede comunicarse con el Comité de Protección de Sujetos Humanos (Committee for the Protection of Human Subjects) al número telefónico (916) 326-3660 o correo electrónico a cphs-mail@oshpd.ca.gov.

El sitio web de Quality Counts California es <https://qualitycountsca.net>.



Quality Counts California Observation Notice for Parents

Dear Parent or Guardian:

Your child's classroom or care setting has been selected for observation.

Quality Counts California (QCC) is committed to improving the quality of early care and education in California. QCC is evaluating the quality of your child's preschool or care setting. The information helps teachers learn more about what children need in order to grow and learn in school and how to make classrooms better. The observation is part of an evaluation of QCC and not an evaluation about individual teachers or children.

What does it mean for my child's classroom or care setting to be observed?

Trained observers will visit your child's classroom to observe how your child's teachers interact with your child and other students and how your child's classroom is organized. Observers will assess the quality of your child's classroom based on what they see. This information will help improve future QCC programs. Only authorized individuals will have access to this information. No personal information will be collected about you or your child as part of this observation. You and/or your child will not be compensated for participating in this observation.

Whom do I contact if I have questions about the purpose of these observations?

If you have any questions about QCC's evaluation of early learning quality, please contact Gretchen Williams at (916) 263-5341 or gwilliams@ccfc.ca.gov. If you have any questions or concerns about your rights as a research subject, you can contact the state Committee for the Protection of Human Subjects at (916) 326-3660 or cphs-mail@oshpd.ca.gov. The website for QCC is <https://qualitycountsca.net>.



Quality Counts California Aviso de Observación Para Padres

Estimado Padre o Tutor:

El salón de clase o sitio de cuidado infantil de su hijo ha sido seleccionado para una observación.

Quality Counts California se compromete a mejorar la calidad del cuidado y educación temprana en California. Quality Counts California está evaluando la calidad del sitio preescolar o cuidado de su hijo. La información ayudará a los maestros aprender más sobre lo que los niños necesitan para crecer y aprender en la escuela y cómo mejorar los salones de clase. La observación es parte de una evaluación del programa Quality Counts California y no sirve como una evaluación individual de maestros o niños.

¿Qué significa ser observado el salón o sitio de cuidado infantil de mi hijo?

Observadores capacitados visitarán el salón de su hijo para observar cómo interactúan los maestros con su hijo y los otros estudiantes y cómo está organizado el salón de clase de su hijo. Los observadores evaluarán la calidad del salón de clase de su hijo basado en lo que ellos ven. Esta información ayudará a mejorar programas futuros de Quality Counts California. Sólo las personas autorizadas tendrán acceso a esta información. No se recogerá ninguna información personal sobre usted o su hijo como parte de esta observación. Usted y/o su niño no serán compensados por participar en esta evaluación.

¿A quién contacto si tengo preguntas sobre el propósito de estas observaciones?

Si usted tiene alguna pregunta sobre la evaluación de Quality Counts California en cuanto a la calidad del aprendizaje temprana, favor de contactar a Gretchen Williams al (916) 263-5341 o correo electrónico a gwilliams@ccfc.ca.gov. Si usted tiene alguna pregunta o inquietud acerca sus derechos como sujeto del estudio, puede comunicarse con el Comité de Protección de Sujetos Humanos (Committee for the Protection of Human Subjects) al número telefónico (916) 326-3660 o correo electrónico a cphs-mail@oshpd.ca.gov. El sitio web de Quality Counts California es <https://qualitycountscalifornia.net>.

NAME of Contractor

E-MAIL SIGNED HARDCOPY & EXCEL VERSION TO THE LEA	Site Block Grant Spending Reporting Form		
Considering the Site QRIS Block Grant received, please indicate how much was spent in the corresponding categories.	Amount spent from July 1, 2021 - December 31, 2021	Amount spent from January 1, 2022 - June 30, 2022	Total amount spent (Columns B+ C)
1000 Certified Salaries			
Increase in salaries	\$ -	\$ -	\$ -
Release Time/Substitutes	\$ -	\$ -	\$ -
Paid Pre-Service Day(s)	\$ -	\$ -	\$ -
Professional Development/coursework reimbursement	\$ -	\$ -	\$ -
Additional staff to reduce adult: child ratios	\$ -	\$ -	\$ -
Additional staff to cover time for PLC/completing ASQs or other assessments	\$ -	\$ -	\$ -
Other:	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -
2000 Classified Salaries			
Paid Pre-Service Day(s)	\$ -	\$ -	\$ -
Other:	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -
3000 Benefits			
Other:	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -
4000 Supplies			
Other:	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -
5000 Travel/Equipment/Contractual			
Travel	\$ -	\$ -	\$ -
Equipment	\$ -	\$ -	\$ -
Workshop conference/registration fee	\$ -	\$ -	\$ -
Incentives/Teacher stipends	\$ -	\$ -	\$ -
Contracted/Purchased Professional Development Services	\$ -	\$ -	\$ -
Other:	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -
Other Spending Categories not mentioned (please specify):			
Non-reimbursable bonuses	\$ -	\$ -	\$ -
Other:	\$ -	\$ -	\$ -
Subtotal	\$ -	\$ -	\$ -
Grand Total	\$ -	\$ -	\$ -

CERTIFICATION- I hereby certify that, to the best of my knowledge and belief, the information in this report is accurate and complete.

Signature of Contractor (Original signature only)	Date
Name and Title (Please Print) :	
Fiscal Contact Name and Title	Date

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section D: Action Items

Approval of SPSA's for 2021-22 School Year - School Plans for Student Achievement - 20 schools (DeGenna/Thomas)

The plans contain goals for academics, student social-emotional needs and safety and parents involvement. The goals are in alignment with the District's Local Control Accountability Plan (LCAP). The plans delineate the actions/services that are required for program implementation and serve as each site's guide in evaluating progress toward meeting goals. All actions/services are aligned to budget items that are clearly defined and support student achievement.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of Assistant Superintendent, Educational Services and Director, School Performance & Student Outcomes that the Board of Trustees approve the SPSAs for 2021/22 School Year, as presented.

ADDITIONAL MATERIALS:

Attached: [SPSA Board Presentation 11-17-21.pdf](#)

[Brekke-SPSA 21-22 Final.pdf](#)

[Chavez-SPSA 21-22 Final.pdf](#)

[Curren-SPSA 21-22 Final.pdf](#)

[Driffill-SPSA 21-22 Final.pdf](#)

[Elm-SPSA 21-22 Final.pdf](#)

[Frank-SPSA 21-22 Final.pdf](#)

[Fremont-SPSA 21-22 Final.pdf](#)

[Harrington-SPSA 21-22 Final.pdf](#)

[Kamala-SPSA 21-22 Final.pdf](#)

[Lemonwood-SPSA 21-22 Final.pdf](#)

[Lopez-SPSA 21-22 Final.pdf](#)

[Marina West-SPSA 21-22 Final.pdf](#)

[Marshall-SPSA 21-22 Final.pdf](#)

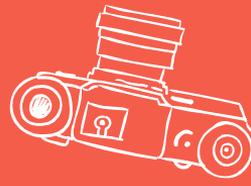
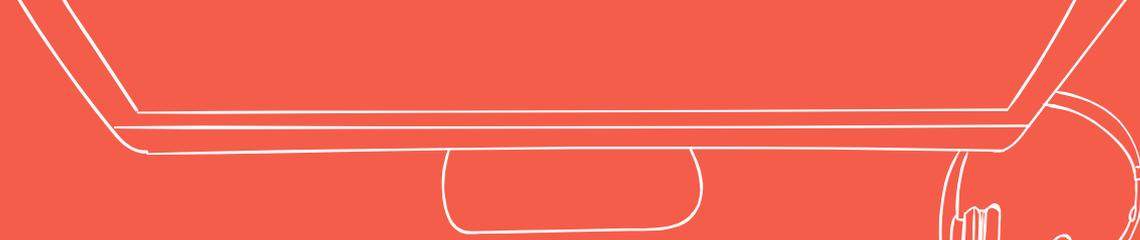
[McAuliffe-SPSA 21-22 Final.pdf](#)

[McKinna-SPSA 21-22 Final.pdf](#)

[Ramona-SPSA 21-22 Final.pdf](#)

[Ritchen-SPSA 21-22 Final.pdf](#)

Rose Ave-SPSA 21-22 Final.pdf
Sierra Linda-SPSA 21-22 Final.pdf
Soria-SPSA 21-22 Final.pdf



School Plans for Student Achievement



Oxnard School District
November 17, 2021

School Plan

- The purpose of the SPSA is to coordinate educational services at a school supported by Title funds.
 - State requirement
- In OSD, the SPSAs reflect our comprehensive plan to support student achievement with all funding sources represented.
 - LCAP alignment

Strategies/Activities

- Student needs are identified through data-analysis.
- Focus is on evidence-based educational strategies and activities which support student achievement.
- Resources are directed where they will most directly improve student academic achievement.

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- Title Page
- Purpose and Description
- Table of Contents
- Comprehensive Needs Assessment
- Stakeholder Involvement
- Resource Inequities
- Performance Data
- Goals, Strategies, Expenditures
- Budget Summary
- Budgeted Funds and Expenditures
- School Site Council membership
- Signature page

Comprehensive Needs Assessment Components

- Data Analysis
- Classroom Observations
- Use of State and local assessments to modify instruction and improve student achievement
- Use of data to monitor student progress
- Staffing and Professional Development
- Teacher Collaboration
- Alignment of curriculum, instruction and materials
- Timelines and scheduling
- Opportunity and Equal access
 - Available services
 - Evidence-based practices
- Parental Engagement

Student Performance Data

Spring Summative Assessment Administration Flexibility Guidelines

“California will continue to provide all the Summative statewide assessments. For Smarter Balanced English Language Arts (ELA) and mathematics statewide assessments, where COVID circumstances do not make the statewide assessments a viable option, local educational agencies (LEAs) may use a locally administered assessment that meets the following criteria:

- Must be aligned with California Common Core State Standards (CA CCSS) for ELA and mathematics
- Must be available to students in grades 3–8, and grade 11
- Must be uniformly administered across a grade, grade span, school, or district to all eligible students
- The LEA is responsible and must report the test results to parents and teachers and in the School Accountability Report Card and the Local Educational Agency Report Card.”

Student Performance Data

- Enrollment (All)
- Enrollment (English Learners)
- Star Early Literacy
- Star Reading
- Star Math

Goals, Strategies & Expenditures

Goal 1

- All students will reach high academic standards in reading and mathematics.

Goal 2

- The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 3

- Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
To provide equipment, materials and technology resources that support high quality instruction
To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator

CAASPP ELA

Baseline/Actual Outcome

CAASPP was not given in 2020 or 2021. From the 2019 CAASPP Data:
Overall 45% of the students Met or Exceed the state standards
In 3rd grade, 46% of students Met or Exceed the state standards
In 4th grade, 47% of students Met or Exceed the state standards
In 5th grade, 41% of students Met or Exceed the state standards

Expected Outcome

Students will demonstrate growth by moving across the bands indicated on the CAASPP ELA. Brekke will increase the percentage of students who Meet or Exceed state standards by:
14% in 3rd grade
15% in 4th grade
19% in 5th grade

Strategy/Activity 21**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide an Intervention Service Provider to support math instruction in grades 1-5. This will allow grade levels to target small groups of students and instruct in areas of identified need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

29000.00

Source(s)

Title I

1000-1999: Certificated Personnel Salaries

ISP teacher salary

Budget

Funding Sources

- Title I
 - Supports academic and social emotional needs of students; including intervention, enrichment and parent engagement
- Title III
 - For English Learners
- LCFF
 - Local Control Funding Formula
- LCFF – Intervention
 - Targeted funds to support intervention

Membership Recommendations and Assurances

- The School Site Council must be correctly constituted.
- The SSC sought and considered all recommendations from ELAC before adopting this plan.
- This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
- When the SSC approves the plan, they are recommending that the Board of Trustees approve as well.



A Living Document

School Plans are regularly revised to reflect changes in student needs and budget expenditures.



Thank You!



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norman R. Brekke Elementary School	56725386114029	October 18, 2021	November 17, 2021

Purpose and Description

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

Schoolwide Program

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

Brekke's vision statement - To be an exemplary school - is a reflection of our belief in "students first, all the time". At Brekke, we believe that all students can achieve at high levels and exemplify the traits in the OSD student profile. We believe that maintaining high expectations, growth mindset, and positive behavior supports are essential keys to delivering an exceptional educational experience. California's Department of Education states that "Best First Instruction" is essential in order for students to acquire understanding, catch up, and keep up with progressive learning targets. Teachers are given essential planning time to develop lessons that incorporate best practices in delivering great first instruction. School and District Administration will perform learning walks (class visitations) to validate, observe, and provide feedback to support implementation of best practices in delivering quality first instruction.

Furthermore, through the use of a Depth and Complexity Model, and mindset practices, and our science and inquiry strand focus students are provided the broadest opportunity to access challenging curricula. We use the common core state standards to guide our academic focus. In every classroom, teachers and staff are able to provide students with the opportunities to think critically and creatively and to communicate and collaborate, which ultimately strengthens their 21st Century college and career readiness skills. Data analysis is used to improve instructional practices so that the rigor needed to push our students forward is evident in every classroom. In addition to our focus on strong first instruction, Brekke will continue to provide targeted intervention and enrichment through our multi-tiered system of supports (MTSS).

The Accelerated Reader program is used school wide to encourage students to read independently and reach individual reading goals. This program encourages students to pursue their own interests and fosters life-long readers. Lexia and ST Math are additional individualized and adaptive online programs offered to students. In addition to skill practice, these programs provide students, parents, and teachers with valuable data regarding student fluency in math and language arts.

Brekke has funded an Intervention Service Provider and have dedicated additional math time for our 1st-5th grade students daily. The teachers are using the Star Instructional Planning data to group students based on the target indicated for instruction. The Intervention Service Provider will have a designated time each day to work with grade levels during the extra math time. The addition of the ISP allows an additional targeted group to receive small group instruction. We are using the STAR custom test and progress monitoring to make sure our groups are fluid, and the students are becoming proficient in the targeted skills.

Brekke is committed to increasing English language proficiency throughout our student population. We will continue to provide designated ELD using the ELD/ELA Standards. Extended learning opportunities for English Learners are available throughout the year and will focus on increasing the four domains of Language (Listening, Speaking, Reading and Writing) through the development of academic vocabulary, communication and critical thinking skills. This will be done in a variety of contexts such as book clubs, writing and speech contest.

During PLC's grade levels work together to analyze data and to plan lessons and targeted small group instruction. This time also allows the staff to meet regarding the implementation of the Common Core standards and focus on our District adopted curricula in all academic areas. Brekke continues to incorporate a Positive Behavior Intervention Support Approach called CHAMPS. This approach structures the interactions among students and staff to ensure mutual respect and accelerate academic success. CHAMPS defines an instructional model that promotes academic focus and positive engagement called S.T.O.I.C. (Structure Setting, Teach Expectations, Observe

Behaviors, Interact Positively, Correct Fluently). With CHAMPS, we are focused on building resilience and a growth mindset with our students and encouraging them to reach their goals. Parent meetings and workshops are also planned to share information on CHAMPS, teaching strategies that build resiliency in their children, and in creating a growth mindset.

In addition to our focus on academics, Brekke is committed to providing a strong social-emotional foundation for our students. We have created a multipurpose space that provides Social-Emotional supports that can be utilized by class, by groups or by individuals. Our space, The Dolphin Cove, has several sensory and calming stations that include a sensory path, a reading corner, coloring and journaling station, a stretching and grounding station and STEM activities. We also use this space for our drumming circles that support mindfulness, problem-solving and community building. Besides the Dolphin Cove, we have spent time reinforcing our Tier 1 PBIS and SEL supports. Our teachers are incorporating SEL lessons and activities into their classroom routines. We believe every day is a gift and we are encouraging all who enter Brekke to make a wise choice about how they spend their day.

We encourage all family members to take a positive and active part in our children's learning. We have an active PTA, School Site Council and ELAC team. We will be providing opportunities for our parents to learn more about the district adopted programs to better assist their children and partner with Brekke in their child's education.

As a staff, we are committed to being an exemplary school by putting proven systems in place to help our students become confident and resilient life-long learners. We strive to promote a school culture wherein our core values of Equity, Integrity, Accountability and Service are evident in our every action and the end result are students who represent the Oxnard School District Student profile.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Weekly informal classroom observations helped determine there is an inconsistent use of effective teaching strategies across all grade levels in both Language Arts and Math. Therefore, an area for growth will be to consistently use engaging, interactive teaching strategies to instruct students in the Common Core Standards in all grade levels. We will continue working towards the increase use of effective teaching strategies, such as planning for and monitoring student engagement and provide regular opportunities for student collaboration across all curricular areas.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

We use summative and formative data in order to understand the academic needs of our students. We work collaboratively, using the PLC model to construct a collective understanding of how our professional practice is impacting student learning. CAASPP, STAR and ELPAC scores are used to identify trends and areas of strength in student academic achievement. Based on this data, we construct a school-wide plan that aligns our resources and provide interventions and enrichment opportunities for all our students. As a staff, this data also informs how we utilize our budget to support professional development and provide supplemental materials and programs to boost student achievement. STAR 360 Assessments, data from Lexia, ST Math and the CAASPP Interim Assessment Blocks (IABs) are used systematically as formative assessments. Formative data is used to plan ongoing instruction, monitor student progress, group students, and implement MTSS structures to support high levels of student learning. Additionally, formative data is used during our weekly PLC collaboration time to ensure our PLC discussions consistently focus on academic student growth.

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

PLC Grade level teams meet once a week to monitor student progress using a variety of assessments including the curriculum embedded assessments, such as Wonders and My Math. Teachers use the results of these assessments to inform their instruction, identify students in need of further review or intervention, and group students for differentiated instruction in ELD, Math or ELA instruction. During PLCs, teachers review the varied assessments available to determine the level of rigor presented within the assessment and the Depth of Knowledge students would need to convey their learning. This helps teachers ensure the assessments are aligned to the instruction.

Additionally, we monitor all student reading and math progress throughout the year via monthly STAR 360 assessments. The Principal leads student monitoring conferences with individual teachers three times per year. During these meetings, the teacher has an opportunity to review academic data gathered and individual student concerns with the Principal. Together they identify key standards needed to be addressed during whole class instruction and small group targeted intervention. Students who have been identified as needing additional support and are not making expected growth after receiving additional in-class interventions will be referred to the Literacy Coach and/or the SST process.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

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

Our school has participated in CA Principals Network (CAPS), which is accredited through UC Davis. This program offers Principals and Teacher Leader teams professional development to learn the specific structures and protocols that characterize effective PLCs conducive to high student achievement. We continue to implement the structures of effective PLC's. Grade level leads work with their grade level teams to implement these PLC structures.

Our PLCs are structured around the four essential questions: 1) What do we want students to know? 2) How do we know that they have learned it? 3) What will we do if they haven't? 4) What will we do if they have?

Our PLCs meet weekly to identify learning targets, develop and agree upon common assessments, analyze data, and create a plan to ensure all students learn at high levels. In addition to weekly grade level collaboration, we also engage in vertical teaming to align and define the essential standards that build the learning progression within each academic discipline.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

At Brekke, we use the MTSS Model to help our under performing students meet grade level standards. This MTSS Model includes three tiers of interventions; Tier I, Tier II, and Tier III. During regular student monitoring by teacher and grade level collaboration, students that are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. These interventions typically last 4-8 weeks and are specific to student needs. Student progress is monitored and teachers adjust the interventions accordingly to ensure students reach the expected goals. When the interventions are not working, students are referred to the Coordinated Services Team (CST) for another 4-8 weeks of interventions, which can involve the Literacy Intervention Teacher or school counselor. Students that are not meeting expectations from Tier II interventions, are referred to the Student Success Team (SST), which involves the parents as partners in the education of their children. Students are referred to Tier III interventions and continue to be closely monitored. Those that are still not demonstrating adequate progress, may be referred for a Special Education Evaluation. This process can involve school specialists such as the Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and/or Nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of good first instruction to raise student achievement. These practices may include, but are not limited to; having a clear focus/purpose for the lesson, effectively communicating it to students, providing opportunities for student engagement with content, monitoring and checking for understanding, and providing corrective feedback.

Parental Engagement

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

At Brekke, we believe in forming strong partnerships with parents and the community as they are essential to assist all students. Therefore, our school provides many opportunities throughout the year to involve our parents. We invite parents to attend Virtual and In-person Family Nights that focus on technology use, Literacy, Science and Math to raise understanding and awareness of the grade level expectations. We invite parents to attend virtual Parent-Teacher conferences to review student achievement data. For students who have been identified as significantly below grade level or in need of an Individualized Education Plan, SST and IEP meetings are held to review progress toward meeting the expected goals.

We also provide Dolphin Pride Awards in which we recognize students for a variety of reasons. Students are recognized on campus, pick an incentive for their accomplishments and parents are sent a congratulatory letter.

We encourage parents to become active members of our ELAC, SSC and PTA. Additionally, we invite parents to attend parent training, such as Project to Inspire and Loving Solutions. The counselor will also provide seminars on topics of interest during parent events/meetings. Furthermore, parents enjoy participating in the PTA community building activities, such as drive thru dinner nights and virtual game nights. The PTA conducts fundraising opportunities and funds are used to provide incentives for the students and items to promote a positive and engaging culture at Brekke.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

We feel fortunate to have strong parent involvement at Brekke and we will continue to foster this partnership through 2021-2022 school year. Involvement of parents, community representatives, classroom teachers, and other personnel is vital in assisting in planning, implementing and evaluating programs at Brekke. Parent governance teams such as the School Site Council, English Learner Advisory Committee and Parent Teacher Association are elected by other parents on an annual basis. Parent governance teams, teachers and other personnel provide input for the development of goals and fiscal decisions necessary to meet those goals within the School Plan for Student Achievement (SPSA). Throughout the year, the various parent governance teams and staff members monitor the implementation and progress toward meeting the SPSA goals and revise the plan as necessary.

Funding

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

Categorical funds were used to support small group interventions and programs for differentiation in instruction to meet the needs of under performing students. The funds were also used to support the continued development of our PBIS approach, which supports all students in their behavioral and academic progress.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Once student achievement data is made available, the Site Leadership Team meets to analyze the data to determine students' academic and social/emotional/behavioral needs. Data is shared with and input is elicited from ELAC, PTA and school staff. The School Site Council then analyzes the data, takes recommendations from the other stakeholder groups and aligns the agreed upon actions with the budget.

Resource Inequities

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

According to the 2020-2021 SPSA, LCFF funds were allocated to provide substitutes for peer observations, student monitoring conferences, and professional development. Due to a shortage of substitutes on some of the scheduled dates, we were unable to perform the activity. Another inequity in the 2020-2021 SPSA were funds allocated to extra tutoring and intervention for students, which were not fully utilized because of being on distance learning for most of the year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0.16%	0%	0	1	0
African American	0.67%	0.65%	0.4%	4	4	2
Asian	4.5%	3.74%	4.2%	27	23	24
Filipino	6%	5.53%	6.4%	36	34	37
Hispanic/Latino	84.33%	84.23%	81.9%	506	518	474
Pacific Islander	0.17%	0.16%	0.2%	1	1	1
White	3.67%	4.55%	5.2%	22	28	30
Multiple/No Response	0.67%	0.98%	1.9%	4	6	11
Total Enrollment				600	615	579

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	111	123	98
Grade 1	96	97	101
Grade 2	98	98	96
Grade 3	92	97	97
Grade 4	102	94	97
Grade 5	101	106	90
Total Enrollment	600	615	579

Conclusions based on this data:

Our current enrollment shows we have 36 fewer students to start the 2021-2022 school year than we had in 2020-2021. This could be in part because of parents not feeling safe with children returning to school after the Covid pandemic or due of the larger trend we see in our city. Based on 2021-2022 enrollment data and subgroup percentages there are no significant changes from prior year trends. The largest subgroup at Brekke is Hispanic/Latino followed by Filipino. We look at the data from all subgroups to make sure the needs of each subgroup are being met with equitable practices.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	204	180	167	34.0%	29.3%	28.8%
Fluent English Proficient (FEP)	51	74	63	8.5%	12.0%	10.9%
Reclassified Fluent English Proficient (RFEP)	37	50	16	16.3%	24.5%	8.9%

Conclusions based on this data:

Brekke had an increase in percent of students that were reclassified between 2017-2019. We increased from 16% to 22% respectively. The ELPAC was not administered in the spring of 2020 and data for 2021 is not available yet, but based on the data we have, we need to continue to provide daily designated and integrated ELD instruction to our students. All students in TK-5th grade will receive 30 minutes of Designated ELD daily. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

School and Student Performance Data

Star Early Literacy

Norman R. Brekke Elementary School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	72	12	17%	4	6%	4	6%	52	72%	675
Grade 1	97	14	14%	10	10%	19	20%	54	56%	740
Grade 2	17	14	82%	2	12%	1	6%	0	0%	698

Conclusions based on this data:

A first look at the data seems to show that Brekke has a large percentage of Grade 2 students scoring in Level 1; but note that is 14 students which is 14% of the total Grade 2 students. The majority of our 2nd grade students take the Star reading test instead of the Early Literacy. We have 80% of our kindergarten and 76% of our first grade scoring in the proficient range.

School and Student Performance Data

Star Reading

Norman R. Brekke Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	90	16	18%	15	17%	6	7%	53	59%	3.1	310
Grade 3	91	12	13%	10	11%	12	13%	57	63%	3.2	435
Grade 4	97	13	13%	15	15%	12	12%	57	59%	3.2	521
Grade 5	87	11	13%	14	16%	15	17%	47	54%	3.1	622

Conclusions based on this data:

Over 70% of 3rd-5th grade students were proficient readers, at the end of last year, based on the Star Reading test. 66% of Brekke 2nd grade students scored at the proficient level. From this data, we can conclude that we need to put resources into providing opportunities for reading growth for our current 2nd and 3rd grade students.

School and Student Performance Data

Star Math

Norman R. Brekke Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	97	9	9%	13	13%	19	20%	56	58%	3.2	375
Grade 2	90	11	12%	13	14%	14	16%	52	58%	3.2	500
Grade 3	91	14	15%	10	11%	11	12%	56	62%	3.2	590
Grade 4	97	10	10%	18	19%	12	12%	57	59%	3.2	637
Grade 5	87	8	9%	22	25%	9	10%	48	55%	3.1	697

Conclusions based on this data:

Data for Brekke students in grades 1-4 show over 70% of students were performing at a proficient level in math based on the Star math assessment last spring. 5th grade shows a decline of proficient students which prompts us to allocate resources for additional math instruction for that grade level.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	CAASPP was not given in 2020 or 2021. From the 2019 CAASPP Data: Overall 45% of the students Met or Exceed the state standards In 3rd grade, 46% of students Met or Exceed the state standards In 4th grade, 47% of students Met or Exceed the state standards In 5th grade, 41% of students Met or Exceed the state standards	Students will demonstrate growth by moving across the bands indicated on the CAASPP ELA. Brekke will Increase the percentage of students who Meet or Exceed state standards by: 14% in 3rd grade 15% in 4th grade 19% in 5th grade
CAASPP Math	CAASPP was not given in 2020 or 2021. From the 2019 CAASPP Data: Overall 30% of the students Met or Exceed the state standards	Students will demonstrate growth by moving across the bands indicated on the CAASPP Math. Brekke will Increase percentage of students who Meet or Exceed state standards by: 17% in 3rd grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>In 3rd grade, 43% of students Met or Exceed the state standards</p> <p>In 4th grade, 22% of students Met or Exceed the state standards</p> <p>In 5th grade, 25% of students Met or Exceed the state standards</p>	<p>18% in 4th grade</p> <p>15% in 5th grade</p> <p>The students that scored in the Met or exceeded range from the prior year will continue to stay in those higher levels.</p>
STAR 360 Early Literacy	<p>According to the 2021 Fall STAR Early Literacy Screening Report:</p> <p>66% of Kindergarten students scored at or above benchmark</p> <p>15% of Kindergarten students scored on watch (Level 3)</p> <p>12% of Kindergarten students scored in intervention (Level 2) and</p> <p>6% of Kindergarten students scored in urgent intervention (Level 1).</p> <p>47% of 1st grade students scored at or above benchmark</p> <p>10% of 1st Grade students scored on watch (Level 3)</p> <p>16% of 1st Grade students scored in intervention (Level 2) and</p> <p>26% of 1st Grade students scored in urgent intervention (Level 1).</p>	<p>Students will demonstrate growth by moving across the bands indicated on the STAR 360 Early Literacy.</p> <p>The percent of Kindergarten students scoring at or above benchmark will increase by 15%.</p> <p>3% of students in Level 1 will move to level 2 or higher.</p> <p>All students will show a minimum SGP of 50.</p> <p>The percent of First grade students scoring at or above benchmark will increase by 30%.</p> <p>11% of students in Level 1 will move to level 2 or higher.</p> <p>All students will show a minimum SGP of 50.</p>
STAR 360 Reading	<p>According to the 2021 Fall STAR 360 Reading Screening Report:</p> <p>24% of 2nd grade students are at Level 4</p> <p>13% of 2nd grade students are at Level 3</p> <p>22% of 2nd Grade students are at Level 2 and</p> <p>41% of 2nd Grade students are at Level 1</p>	<p>2nd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 31% in 2nd grade.</p> <p>15% of students in Level 1 will move to Level 2 or higher.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>35% of 3rd grade students are at Level 4 24% of 3rd grade students are at Level 3 11% of 3rd grade students are at Level 2 and 29% of 3rd Grade students are at Level 1</p> <p>43% of 4th grade students are at Level 4 16% of 4th grade students are at Level 3 16% of 4th grade are at Level 2 and 24% are at Level 1</p> <p>47% of 5th grade students are at Level 4 21% of 5th grade students are at Level 3 16% of 5th grade students are at Level 2 and 16% of 5th grade students are at Level 1</p>	<p>All students will show a minimum SGP of 50.</p> <p>3rd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 30% in 3rd grade. 15% of students in Level 1 will move to level 2 or higher. All students will show a minimum SGP of 50.</p> <p>4th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 17% in 4th grade. 14% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.</p> <p>5th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 reading and the percent of students scoring at Level 3 or Level 4 at the EOY benchmark will increase by 13% in 5th grade. 6% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.</p>
STAR 360 Math	<p>According to the 2021 Fall STAR 360 Math Screening Report: 45% of 1st grade students are at Level 3 or Level 4 38% of 1st grade students are at Level 2 and</p>	<p>1st Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>17% of 1st grade students are at Level 1</p> <p>19% of 2nd grade students are at Level 3 or Level 4 34% of 2nd Grade students are at Level 2 and 47% of 2nd Grade students are at Level 1</p> <p>43% of 3rd grade students are at Level 3 or Level 4 25% of 3rd grade students are at Level 2 and 33% of 3rd grade students are at Level 1</p> <p>21% of 4th grade students are at Level 3 or Level 4 48% of 4th grade students are at Level 2 and 31% of 4th grade students are at Level 1</p> <p>14% of 5th grade students are at Level 3 or Level 4 34% of 5th Grade student are at Level 2 and 53 % of 5th Grade students are at Level 1</p>	<p>benchmark will increase by 15% in 1st grade. 7% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.</p> <p>2nd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 36% in 2nd grade. 30% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.</p> <p>3rd Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 22% in 3rd grade. 23% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.</p> <p>4th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 29% in 4th grade. 21% of students in Level 1 will move to Level 2 or higher. All students will show a minimum SGP of 50.</p> <p>5th Grade: Students will demonstrate growth by moving across the bands indicated on the STAR 360 math and the</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		percent of students scoring at Level 3 or 4 at the EOY benchmark will increase by 26% in 5th grade. 40% of students will move to Level 1 or higher. All students will show a minimum SGP of 50.
Reclassification Third through Fifth grade	The ELPAC was not taken in 2020 due to school closures and the 2021 data is not available yet. In 2019 Brekke reclassified 22% of our English Learners.	The percent of English Learner students who are reclassified will be at least 25%. *State reclassification criteria was changed in 2019-2020. The new criteria has been a consideration in determining our goal.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide grade levels with the necessary support to deliver the G.I.F.T. (Great Instruction the First Time), which includes time to plan research based instructional practices that are most effective. In addition, school administrator will ensure clear expectations by providing a rubric of the G.I.F.T. and performing learning walks (classroom visits) to observe and provide feedback to support instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Professional Development (no cost)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities for collaboration focused on discussing data, reflecting on teacher practices, and ensuring students are learning. The leadership team will meet to discuss, plan and develop support for teachers and students with implementation of the adopted ELA, ELD, and math curricula. Provide time for grade level and vertical teams to plan first instruction, analyze data, monitor student progress towards mastering ELA, Math, and ELD standards, discuss common assessments, and intervention and enrichment opportunities during scheduled PLC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Collaboration during professional day (no cost)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers were provided summer professional development offered by the District focusing on a Balanced Literacy Approach and Mathematical Practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities for staff to attend professional development training that supports first instruction in ELA, Math, ELD, Writing, and Science curricula and best practices for technology (ie. CABE, NGSS, District training, VCOE, Lexia, STMath)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
cost for Professional development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities for collaboration in data analysis, grouping students to target instruction and progress monitoring

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Collaboration during professional day (no cost)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students with a focus on English learners and Special Education

Strategy/Activity

Conduct student-monitoring conferences with teachers individually and/or in grade levels to address student-learning needs, identify students who are at risk of not meeting grade level goals, and identify additional supports to address those needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000.00

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Substitutes for monitoring meetings

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students with priority given to our lowest performing 2nd and 3rd graders.

Strategy/Activity

Literacy Intervention Teacher will give targeted instruction using LLI curriculum

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide appropriate operating costs to ensure full access to equipment, materials, supplies and services to support the core instructional program and instrument repairs. Provide repairs or replace instructional and office technology equipment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures Copy Machines
6800.00	LCFF 4000-4999: Books And Supplies Warehouse Materials
2000.00	LCFF 5000-5999: Services And Other Operating Expenditures Equipment Maintenance
3822.00	LCFF 4000-4999: Books And Supplies Warehouse cost and Publications
5000.00	LCFF 4000-4999: Books And Supplies Ink for copy machines and printers
9800.00	LCFF 4000-4999: Books And Supplies Cost of document cameras, headphones and keyboards for learning
28000.00	LCFF 4000-4999: Books And Supplies Materials and supplies for daily operation
8200.00	LCFF 4000-4999: Books And Supplies Academic Incentives, Science Boards, Presentation material
4000.00	LCFF 4000-4999: Books And Supplies Replace playground and P.E. equipment

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Technology equipment will be purchased to support and supplement the core instructional program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2500.00

Source(s)

LCFF
4000-4999: Books And Supplies
2 color printers to replace non-working ones.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Seesaw for grades Tk and Kindergarten to allow staff to support language and problem solving development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

550.00

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
contract agreement SeeSaw

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase Scholastic News and Social Studies Weekly materials to support the development of the Science and Inquiry Strand Focus .

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500.00	Title I 4000-4999: Books And Supplies Scholastic News
2000.00	Title I 4000-4999: Books And Supplies Social Studies Weekly

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Child Find: The process of identifying student progress, enrichment, instruction and interventions. This includes CST/SST or 504 meetings during which diagnostics assessment for struggling readers per benchmark data is reviewed.

Continue implementation of the RTI/MTSS model through the CST and SST process in order to identify students that need Tier 2 or 3 supports.

Coordinate 504 meetings for students as needed. Provide small group interventions during the school day to students below grade level in ELA and Math. Conduct IEP meetings to address academic and social emotional needs of Special Education Students. Conduct Section 504 meetings to identify student eligibility for supports and accommodations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Create an MTSS committee and data team to support the continued identification of intervention and enrichment needs to support the implementation of the RTI/MTSS model.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
700.00	Title I 1000-1999: Certificated Personnel Salaries Committee extra hours

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Learners

Strategy/Activity

Provide extra clerical help to support all aspects of the instructional program for students, staff and community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	LCFF 2000-2999: Classified Personnel Salaries Clerical extra help

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Learners

Strategy/Activity

District-wide Trimester Benchmark Assessments (STAR 360, ELA, Math) will be utilized to assess and progress monitor all students in Reading, Math, and ELD at least three times a year. The school site will add additional STAR 360 ELA and Math assessment dates for grades 2-5 to progress monitor ELA, Math, and ELD on a monthly basis.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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No Additional Cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will continue to enhance and deepen student learning through incorporating our strand focus of science and inquiry. Grade levels will continue the development and implementation of the science and inquiry strand focus and units of study

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional cost.

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage the use of Accelerated Reader, MyON , and EPIC for all K-5 students to increase number of words read and overall reading achievement for independent reading at home and at school. Provide incentives for those that reach their reading goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Cost of STAR 360, EPIC and MYON

2000.00

LCFF

	4000-4999: Books And Supplies Academic Incentives
	Centralized Services Library/Media Tech (LMT)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Facilitate transition presentations for 5th grade students moving to middle school that provide academic information and promotion requirements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor- No site cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide Incentives for students meeting Lexia and ST Math goals

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000.00	LCFF 4000-4999: Books And Supplies Incentives

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide an Intervention Service Provider to support math instruction in grades 1-5. This will allow grade levels to target small groups of students and instruct in areas of identified need.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

29000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
ISP teacher salary

Strategy/Activity 21**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide material to supplement phonics instruction and teaching reading and writing based on the alphabetic principles.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1155.00

Source(s)

Title I
4000-4999: Books And Supplies
Materials

Strategy/Activity 22**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will continue to incorporate the Depth of Knowledge (DOK) model into their teaching to provide a deeper understanding of grade level concepts for all students in all academic areas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Use ELPAC, STAR and ELD assessments to group students for daily designated ELD instruction in order to improve student ELPAC levels, help to reclassify students, and meet the English Learner Progress Indicator. Provide incentives/awards for those who meet their goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200.00

Title III
4000-4999: Books And Supplies
Awards for students meeting ELPAC goals and
or reclassifying

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Conduct progress monitoring of English Learners, Long Term English Learners (LTELs) and recently reclassified students as outlined in the EL Master Plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide tutoring opportunities and a special "boot camp" during winter and spring break for English Learners. The focus will be on constructing and justifying mathematical claims in order to increase their achievement in Mathematics, Writing, Critical Thinking and overall English Language Development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

11990.00

Title III
1000-1999: Certificated Personnel Salaries
Cost for teacher extra hours

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will offer after school enrichment opportunities for students in areas such as art and robotics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000.00

LCFF
1000-1999: Certificated Personnel Salaries
Teacher extra hours

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will provide tutoring and enrichment to students identified by the data team as needing extra support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3650.00

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Teacher extra hours

Strategy/Activity 28

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will provide a Ready, Set, CAASPP boot camp for identified 3rd-5th grade students during winter and spring breaks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

9928.00

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Teacher extra hours

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The After School Program will be offered to students in grades K-5 and will provide enrichment for students through opportunities for collaborative learning and virtual enrichment lessons. Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES

No additional costs

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The effectiveness of strategies/activities based on measurable outcomes showed they were mostly successful. All grade levels increased in math and ELA achievement based on STAR 360 reports. Most grade levels met their goal and others made progress towards goals in both STAR 360 Reading and Math assessments. Overall, our activities and strategies were effective, especially in the area of ELA. In analyzing the performance assessments of our English Learner Subgroup, we have identified there is a discrepancy in achievement between English Learners and English Proficient students. This could be attributed to insufficient use of differentiation during instruction as well as insufficient implementation of EL instructional strategies.

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

Money was allocated to provide after school tutoring services but not all teachers had the desire or ability to spend additional time on campus.

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

As a site, we are focusing on Tier 1 instruction and targeting intervention in the class. This is evidenced by providing a large amount of PLC time and the hiring of an Intervention Service Provider to help with small group intervention. We are not allocating as much money for after school tutoring since this was not taken advantage of last year. We are only purchasing SeeSaw for the grade level that utilized the program to capacity and saw the benefit.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Average school wide yearly attendance was 94.65% for the 2019-2020 school year while we were in session from August-March and was not calculated for the 2020-2021 school year.	Achieve an annual average attendance rate of 97% percent or higher in each grade level. Our overall goal is for our school-wide attendance to increase by 2.4 %.
Panorama Survey	Brekke students in 3rd-5th grade took the Panorama Survey twice during the 2020-2021 school year. The first survey was administered in September and the second survey was administered in May 2021. The survey provided us with baseline data in the areas of student SEL competencies and learning supports/environments. Our overall rating in the 2020-2021 school year was 85% favorable, which is in the excellent range of 80% or	To increase the overall percent favorable to 90%, which is an increase of 5%. To increase Growth Mindset, Self- Management, Teacher Student Relationships, and Sense of Belonging by 5%. To increase Emotion Regulation by 15%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>more. The favorable ratings by SEL topic were: Growth Mindset- 64% Good Self-Management- 73% Good Social Awareness- 71% Fair Emotion Regulation- 54% Fair Teacher Student Relationships- 86% Good Sense of Belonging- 79% Good</p>	
Office Referrals	<p>Based on the data from the 2020-2021 school year, there were 5 office referrals. We were on distance learning until April 2021. In our last typical in-person year we had 208 office referrals. This 2021-2022 will be a new baseline for office referral data since returning to in-person learning.</p>	<p>To decrease the total number of office referrals by 10%.</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Analyze student PBIS, CST, teacher referrals and Panorama data to identify areas of need and identify individual students that are in need of social emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain a site PBIS team to lead school in the continual implementation of the district adopted PBIS approach. Team will convene every month to create actions that support the PBIS plan, implement those actions and make revisions as needed. This year we will focus on our Panorama data; specifically the sense of belonging and student-teacher relationships. In addition, the team will meet to develop possible actions that support teachers who have concerns regarding engagement and participation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

900.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
PBIS extra hours

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide monthly training on PBIS for all certificated and classified staff to improve student safety and promote social emotional well-being during distance learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Extra time for classified staff

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

PBIS team to attend online trainings for continued advancement in PBIS practices..

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

956.00

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
cost of online registration

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilize campus supervisors to assist in recesses to maintain connectivity with students. Campus supervisors are an integral part of the positive behavior support systems. In addition, provide campus supervisors with PBIS training to help support the structures in place and promote the positive school climate at Brekke.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

800.00

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
2 hours daily campus supervision

1300.00

LCFF
2000-2999: Classified Personnel Salaries
Campus supervisors extra help

Strategy/Activity 6**Students to be Served by this Strategy/Activity**

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will implement the CHAMPS/STOIC approach and explicitly teach learning expectations for student behavior during learning, to reduce classroom disruptions and increase time spent on task.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide motivational decals and signage around the common areas of the school to improve school climate and promote positive behavior awareness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

600.00

Title I
4000-4999: Books And Supplies
Cost of decals

3000.00

LCFF
4000-4999: Books And Supplies
Decals, signage and posters

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Review and update Site MTSS behavior pyramid as needed and continue its implementation using the CST/SST process in order to identify and monitor students in need of targeted intervention to address social/emotional/and behavioral needs that are a barrier to academic success.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No Additional Cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Increase Tier 1 SEL support school-wide and in individual classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Counselor- No site cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide research based individual and small group counseling services to students in need of social emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor- No site cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Facilitate community circles with students who are in need of behavior or social/emotional support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor- No site cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Include mindfulness activities to support during structured breaks and self-care opportunities. This can occur during class time or in small groups outside the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor- no site cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage students to follow school guidelines for success (be safe, be responsible, be respectful) by issuing Dolphin Pride Awards. This will motivate students to self-monitor which will reduce distractions in the learning setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Title I
4000-4999: Books And Supplies
Graphics and positive behavior incentives

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide engaging events and communication for our students and families through class visits and videos

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Title I
4000-4999: Books And Supplies
multimedia equipment purchase

District Funded
1000-1999: Certificated Personnel Salaries
Counselor- no site cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Counselor and ORC will organize and lead a student leadership team to ensure student voice and participation in building school community and planning school spirit weeks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries Counselor- no site costs
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator- no site costs

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunities to students in 3rd-5th grade to participate in a book club to promote school connectedness and promote growth mindset.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

600.00	Title I 4000-4999: Books And Supplies Cost of books for students
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Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide a multi-purpose space that supports student social emotional needs. This space (Dolphin Cove) can be utilized by individuals, groups or classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies Supplies for activities
10000.00	LCFF 4000-4999: Books And Supplies Supplies to replenish Dolphin Cove

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage students to attend class daily and on time through classroom incentives and awards (ie. certificates, ribbons, classroom celebrations, and shirts) for perfect attendance. Attendance groups will be created to monitor and provide incentives for students in need of additional motivation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies Attendance Incentives
	District Funded 2000-2999: Classified Personnel Salaries Outreach coordinator- no site cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monitor monthly attendance rates to ensure progress towards EOY attendance goal. The attendance reports will be analyzed to address specific interventions (ie. student monitor groups, individual incentive plan, parent awareness meetings) needed to support chronic absenteeism and excessive tardies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Outreach Coordinator- No site cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Attendance rates will be monitored and miniSARB meetings will be held for those students with excessive tardies or absences to reduce the chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Outreach Coordinator- no site cost

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The safety committee will meet to review the School Safety Plan. Events will be planned that promote school safety and revisions will be made to improve ongoing emergency disaster

preparedness. In addition, we will continue to partner with community services in conducting monthly emergency preparedness drills (fire, earthquake, and lockdown drills)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

300.00

Title I
1000-1999: Certificated Personnel Salaries
Cost of Teacher extra hours

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct an inventory of emergency preparedness supplies currently available at the school and replenish and replace items as needed. In addition, purchase supplies to support emotional well-being of students after an incident.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1700.00

LCFF
4000-4999: Books And Supplies
Cost of social emotional support supplies

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide an administrative substitute when the principal is out of the office for the day for consistent support of activities and programs that impact students, staff and parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000.00	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Facilitate transition presentations for 5th grade students moving to middle school and provide opportunities for our incoming Kindergarten students to feel safe and connected with Brekke School.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries counselor and Teacher- no site cost

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Brekke school received the platinum level recognition for the second time from the California Coalition of PBIS for our efforts in providing Positive Behavior Interventions and Supports to our students. This indicates that the implementation of targeted activities were successful in creating a positive school climate. Brekke also received the Community Cares Award for outstanding support and care during the 2019 COVID pandemic. Brekke students in 3rd-5th grade took the panorama survey twice in the 2020-2021 school year. This provided data for student Social Emotional Learning (SEL) competencies and for learning supports/environment. Our overall rating was 85%

favorable, which is in the excellent range. All SEL topics showed an increase during the 2020-2021 school year. This indicates the implementation of activities focused on connecting students to school and building SEL skills had a positive impact on our students.

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

The funds which were budgeted for the student book club were not utilized because we did a virtual read aloud and discussion.

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

This year we will have an in-person student book club to help build a positive growth mind set and increase student collaboration and communication skills.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Home/School Communication	According to the 2020-2021 Family School Relationship survey through Panorama, 80% of our families responded favorably to the family/school communication they receive. 5% of our families responded to this survey.	Our goal is to maintain an 80% favorable response from families. Increase the number of participants by 10% to ensure the data is valid and reliable to use as a baseline.
Parent perception of overall social and learning climate.	According to the 2020-2021 Family School Relationship survey through Panorama, 81% of our parents responded favorably to the social and learning climate of Brekke School.	Our goal is to maintain an 80+% favorable response from families. Increase the number of participants by 10% to ensure the data is valid and reliable and use the data as a baseline.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Create and distribute a parent survey to gather input regarding topics of interest. This will drive our agenda for planning parent nights and increase attendance (ie. Survey Monkey, Google forms).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Coordinate ELAC and SSC Meetings, conduct a Needs Assessment, and provide Parent Education on topics of interest to increase parent involvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

LCFF
4000-4999: Books And Supplies
Parent Education, Cost of materials

2000.00

LCFF
1000-1999: Certificated Personnel Salaries
Counselor extra time

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide support for parents, staff and students in the area of attendance, resiliency and referrals to outside agencies by the OutReach Consultant (ORC).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No Additional Costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide opportunities for parents of English Learners to attend the CAFE Conference in the spring in an effort to educate them in supporting their child's English Language Development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

600.00

Title III
5000-5999: Services And Other Operating Expenditures
Cost of Registration for Ventura Chapter CAFE conference

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide training for parents to support parent empowerment and engagement in their children's overall behavioral and academic achievement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000.00

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
ORC Extra Time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Counselor to provide seminars on topics of interest during parent events to support home-school connections and socio-emotional learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

500.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Counselor extra time

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be informed of the major components of CHAMPS, the schools' positive behavior plans and objectives to strengthen home-school connections.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

no additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hold virtual Back to School Night, Trimester Coffee with the Principal Meetings, and Family Events focused on technology, district adopted apps and classroom expectations to increase parent involvement in their children's education.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

LCFF
4000-4999: Books And Supplies
supplies for coffee with Principal

500.00

Title I
2000-2999: Classified Personnel Salaries
ORC Extra Time

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents to Parent/Teacher Conferences in the Fall and Spring. (Spring conferences are specifically for students who are at risk)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

Title I
2000-2999: Classified Personnel Salaries
Translation Services

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents to SST's, Section 504 Plan meetings, and IEP meetings to inform and provide the best possible interventions and supports for students; increase students' positive behavior/social-emotional well being and ELA, Math and/or ELD success as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional Costs

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain effective communication between school and home using Connect Ed calls, flyers, letters, website, social-media, Peach Jar and by providing translation during meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

650.00

Title III
2000-2999: Classified Personnel Salaries
Classified extra hours for translation

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Consult the School Site Council for the review of School Compact and Parent Involvement Policy to help strengthen home school partnerships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional Costs

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Office staff will participate in weekly meetings about customer service to strengthen our relationships with parents and other community members.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000.00

LCFF
2000-2999: Classified Personnel Salaries
Classified Extra Time

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support PTA in providing parent events or additional enrichment activities for students in efforts to strengthen school/community and parent/child relationships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

PTA/PTO

Expenses generated by Family events and enrichment opportunities.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and school work.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Sign-in sheets indicated that parent attendance did not reflect high levels of interest in parent educational topics. However, parent attendance at grade level and school-wide showcases of learning events was high. We conclude that parents are more interested in seeing the production of student learning than in educational opportunities that build parental efficacy. Parent involvement is a high priority at our school. In order to increase parent involvement in our parental programs we will need to understand more deeply what our parents are interested in learning by conducting a needs assessment survey and make a clearer connection between their involvement and student achievement at Brekke.

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

One of our goals was to send out a parent survey asking what topics they were interested in learning about. The survey was created but not pushed out because there were many other parent surveys and they seemed overwhelmed.

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

Parent involvement is a high priority at our school. In order to increase parent involvement in our parental programs we will need to understand more deeply what our parents are interested in learning by conducting a needs assessment survey and make a clearer connection between their involvement and student achievement at Brekke. In addition, we will be more consistent with the use of technology tools available to communicate and inform our parents.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$58,701.00
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	\$178,201.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$45,261.00
Title III	\$13,440.00

Subtotal of additional federal funds included for this school: \$58,701.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$105,922.00
LCFF - Intervention	\$13,578.00

Subtotal of state or local funds included for this school: \$119,500.00

Total of federal, state, and/or local funds for this school: \$178,201.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	45,261.00	0.00
Title III	13,440.00	0.00
LCFF	105,922.00	0.00
LCFF - Intervention	13,578.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	105,922.00
LCFF - Intervention	13,578.00
Title I	45,261.00
Title III	13,440.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	7,000.00
2000-2999: Classified Personnel Salaries	LCFF	8,100.00
4000-4999: Books And Supplies	LCFF	88,822.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	13,578.00
1000-1999: Certificated Personnel Salaries	Title I	31,400.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	10,355.00
5000-5999: Services And Other Operating Expenditures	Title I	1,000.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	1,506.00
1000-1999: Certificated Personnel Salaries	Title III	11,990.00
2000-2999: Classified Personnel Salaries	Title III	650.00
4000-4999: Books And Supplies	Title III	200.00
5000-5999: Services And Other Operating Expenditures	Title III	600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	142,795.00
Goal 2	25,656.00
Goal 3	9,750.00

School Site Council Membership

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

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

Name of Members	Role
Tammy R. Smith	Principal
Terry Lopez	Classroom Teacher
Traci Martinez	Classroom Teacher
Patricia Hernandez-Einstein	Classroom Teacher
Ashleigh Arias	Other School Staff
Cody Joens	Parent or Community Member
Veronica Conejo	Parent or Community Member
Erica Cahue	Parent or Community Member
Lupita Avila	Parent or Community Member
Yolanda Melano	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 18, 2021.

Attested:

	Principal, Tammy Smith on 10-18-2021
	SSC Chairperson, Traci Martinez on 10-18-2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar E. Chavez K-8 School	56725386055321	October 21, 2021	November 17, 2021

Purpose and Description

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

Schoolwide Program

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

Cesar E. Chavez School is a kindergarten through eighth grade school that serves the La Colonia area located within the city of Oxnard, California. The school has been in operation since before it was renamed from Juanita School in 1993 to its current name, Cesar E. Chavez School. The school was named as a tribute to the labor leader, Cesar E. Chavez, who at one time lived in La Colonia and organized the grape boycott of the 1960's. The school primarily serves the local community.

Chavez is committed to creating successful students that resembles the newly established OSD Student Profile through excellent first instruction. Chavez offers both a research-based Dual Language Instruction (DLI) program and a Structured English Immersion (SEI) program. Chavez also supports students through a Positive Behavior Interventions and Supports (PBIS), and a Multi-Tiered System of Support for all students. Chavez students are members of the Chavez Academy of Literacy, Communication and Technology (CALCAT). Middle school students take elective courses that enrich those skills. The current elective offerings for middle school are AVID, Technology through Science, STEM, Environmental science, Study Skills, Geography, and Journalism.

Chavez School follows the Cycle of Inquiry and uses a distributed leadership model to build capacity amongst teachers to evaluate and improve the educational practices of the school in efforts to increase the overall academic achievement of all learners.

The distributed leadership model is divided into two categories: committees and Professional Learning Communities (PLCs). Teachers sign up for two committees and participate in improving the school based on the committee type. Currently there are 11 committees: Leadership, PBIS, Safety, PTA, ELAC, SSC, Parent Engagement, Literacy, School Spirit, Social, and Technology. We also send a teacher to participate in the district's curriculum council. These committees support the goals of the school by making sure that we attend to the multi-faceted needs of the school. Leadership allows teachers to have a say in the instructional direction and the shaping of the mission and vision of the school. The PBIS committee works to implement the positive behavior intervention and support plans adopted by the district throughout the school. The safety committee focuses on developing needed plans and procedures to ensure students and staff are safe and secure on campus daily and during emergencies. The ELAC, SSC, PTA, and Parent Engagement teams focus on creating opportunities to engage our parent and community stakeholders in the school and get their valuable input. Each group has specific goals and target different aspects of the school.

PLCs are created by grade level and are headed up by the grade level members of the Leadership committee. PLC meeting are run utilizing the research of Richard DuFour and use one of the critical PLC questions.

What do we expect our students to learn?

How will we know they are learning?

How will we respond when they don't learn?

How will we respond if they already know it?

PLCs bring collaborative teams together to examine data and evidence-based practices to make adjustments to the instructional methods and best meet the needs of our students. This year, Chavez is investing in a professional development program to improve the efficacy of our PLCs through a combination of all-staff and leadership team training. This supports our goals by doing the work of creating a unified understanding of the standards and holding our students to high expectations.

Once again, Chavez School is committed to shaping students based on the Oxnard School District's Student Profile. To reach these goals, Chavez uses the MTSS, focusing on excellent first instruction, then targeted intervention. Students are selected for targeted intervention based on data analysis and recommendations from staff, the Coordination of Services Team (CST) and the Student Success Team (SST).

These specialized targeted intervention services are categorized as Tier II and Tier III services. Tier II and III intervention services are provided by teachers during Universal Access and English Language sessions. Intervention support providers and K-1 paraeducators are also provided to work with small group settings.

The Chavez school DLI program is now in its 8th year, with full DLI classes available from grades K-6. 7th grade students take a Spanish Literature class for their elective to support their DLI instruction. DLI courses are both self-contained or dual-taught depending on the number of students enrolled in the program per grade level.

The DLI programs use research-based Bliteracy Units of Focus (BUFs) as their curriculum. BUF development and training is supported by the District Office and at the site level. The teachers are provided release time in lieu of staff meeting or additionally time after school for training and opportunities for collaboration and planning.

Chavez understands that learning can only take place in a safe and positive environment. The PBIS committee is responsible for overseeing the implementation of the CHAMPS behavior management method as well as developing daily routines and establishing school culture. Last year, the school created our guidelines of success using the acronym SOAR.

Stay Healthy and Safe
Organized and Prepared
Act Responsibly and Ask for Help
Respect Yourself and Others

To support our DLI program and honor the home language of many of our students, there is also a Spanish version of the SOAR using the acronym VUELA (the Spanish word for "soar", which is used in reference to our mascot of an eagle).

Valora tu salud y seguridad
Unidos respetándonos
Esfuézate por organizarte
Listos estando preparados
Actúa responsablemente y pide ayuda

These guidelines are posted throughout classrooms and throughout the school and are the basis of all created rules and expectations using CHAMPS.

The PBIS is continuing to improve on existing guidelines regarding recess, cafeteria behavior, and hallway expectations. This is an ongoing process that must constantly adapt due to COVID and the changing demands of state and county health requirements.

Chavez school believes that all school stakeholders are important and critical to the success of students. This year, Chavez has also created a new Parent Engagement committee to brainstorm new ways to get the community involved in the school. Past events have included Celebration of Learning Night, Successful Transition to High School information meetings, and Success in Middle School information meetings.

All event information is communicated through the Chavez website, Twitter, Facebook, BlackBoard Connect call outs, PeachJar, and EdConnect text messages.

We plan to increase our parent education training which will include; Triple P sessions, MICOP Mommy and Me classes, Healthy Living by VCBH and how to navigate and access the different technology platforms to maximize their students learning.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

The 2020-2021 school year was conducted primarily through distance learning. As a result, all classroom observations were done through “virtual drop-ins” where school administration would observe the classes when the teachers met for synchronous instruction.

Administration provided feedback on the use of Common Core State Standards in Reading and Writing. English Language Development and use of Mathematical Mindset was another focus to improve student engagement and academic growth.

Data analysis conducted during teacher collaborations indicated that more time for teacher collaboration with a focus on first instruction continues to be necessary. DLI drop-ins and observations indicate that Oracy continues to be a priority with an next step goal of using Academic Vocabulary within Core Content.

Drop-in visits and analysis indicates that there is a need to increase rigor across all areas of instruction. The pandemic created a number of unforeseen challenges, but high expectations must be maintained for all students. The school must provide the needed scaffolds and supports for students to reach those standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The Oxnard School District decided to utilize the STAR 360 as its primary method of measuring student growth due to the complexities involved in administering the CAASPP remotely.

STAR 360 scores and curricular assessments are used by teachers to identify students who need intervention and modify instruction based on Common Core State Standards.

The ELPAC was administered to all EL students both online and in-person. This data is used for both reclassification and to identify student areas of growth for EL teachers (grouping, interventions, etc.).

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

The school has identified a need to build a comprehensive school-wide writing program with an emphasis on vertical alignment and grade level calibration.

In order to design that program, data will be collected from the STAR 360 assessments 4 times a year, along with other assessment measures. Teachers will use PLC collaboration time to focus on planning first instruction, concentrating on developing and implementing this plan throughout the 2021-2022 school year.

This will be applied in all content areas.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. An Instructional Specialist for science and a Math manager work directly with teachers to support instruction in Science and Math. Additionally, The DLI (Dual Language Immersion) Director provides professional development for teachers and works with the principal to support biliteracy instruction. Site administration functions as instructional leaders.

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

Teachers will be participating in multiple collaboration meetings both in grade levels and vertical teaming with specific focus on Writing, English Language Arts, Mathematics, and Dual Language Instruction. Professional Learning Teams are to focus on the cycle of inquiry through DuFour's Four Essential Questions.

Teachers will be provided intensive training on PLCs and how to maximize their effectiveness. The leadership team, who are the leaders of each grade level, will be provided ongoing training.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model will ensure that instructional strategies are aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction and are provided by the district.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing.

For the middle school, the master schedule is determined by student needs. Students are scheduled by their needs first. If room allows, students are given elective choices for enrichment and exploration of other subjects.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

The district adopts standards-aligned materials and provides them for use in all classrooms. The district ensures that all intervention materials are backed by research. Funds are allocated to the school to purchase any additional materials determined necessary to meet student needs.

Opportunity and Equal Educational Access

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

The school follows the District's MTSS model.

To support Tier I, first instruction and intervention, teachers are provided multiple opportunities to meet in Professional Learning Communities to focus on analyzing first instruction, assessment data and reflect on their own practices. The intention is to plan and adjust lessons for student scaffolds and instruction concentrating on Instructional Claims (a broad statement outlining the outcomes achieved through standards mastery) they have determined as a focus.

To identify whether a student needs Tier II or Tier III interventions, the school utilizes an SST (Student Success Team) which comprises the ORC, Counselor, Administrator, Classroom Teacher and a partnership with the local social worker. This team creates a plan with possible solutions for students to help them achieve their goals.

The Counselor, ORC, Special Education, Paraeducators, ISP's, and Literacy Intervention Teacher provide daily intervention to support the academic and emotional needs of students.

Evidence-based educational practices to raise student achievement

The DLI program and its BUFs (Biliteracy Unit Frameworks) are created and supported by evidence-based practices to support high achievement for all students in both English and Spanish. The school utilizes CHAMPS as its primary classroom management tool to support students in developing scholarly behavioral habits. AVID strategies are employed to develop notetaking, organizational skills and critical thinking. Visible Thinking Strategies are utilized to help students access higher Depths of Knowledge (rigor).

Parental Engagement

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

Chavez plans to increase parent grade level activities within the limitations of COVID guidelines (which are decided by VCPH and the CDC).

It is our intention to increase parent engagement by grade level through hosting Reading and Math Nights. We also intend to host Triple P sessions, MICOP Mommy and Me classes and Healthy Living by VCPH.

Feedback from our staff and community indicate a need for additional technology tool training for parents and families. This includes training for Canvas, Lexia, ST Math and other educational applications.

The school also conducts Back to School Night and trimester parent conferences. Parents are also encouraged to become involved in site-based parent groups such as School Site Council, Parent Teacher Association (PTA), and the English Learner Advisory Committee (ELAC), which are being held via Zoom during the pandemic. These parent groups play an active role in developing and monitoring school goals.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent involvement is a priority at our school. Multiple parent education and involvement activities have been planned for families. All events have been scheduled in the master calendar and communicated to all stakeholders through the school website, phone calls, PeachJar, email and shared on bulletin boards and parent meetings. Parent representation is maintained in the Student Success Team meetings, English Learner Advisory Committee meetings and Parent Teacher Association meetings to assist in supporting the success of students in school. Parent representation is also maintained on the School Site Council and they are instrumental in monitoring the execution of the School Plan for Student Achievement (SPSA).

Funding

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

Categorical funding will support evidence based first instruction, interventions, and Common Core California State Standards for student achievement through teacher collaboration.

This funding is provided for first through second grade Paraprofessionals and Intervention Support Specialists for both K-5 and in Middle School with the goal of helping current Long Term English Learners (LTELs) and preventing students from becoming LTELs.

School Counselor, Outreach Specialist and Teachers will collaborate and develop plans to service Special Populations Student Groups including Migrant, English Learners, Homeless/Foster and African American students.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The school consulted with parents from SSC, and ELAC, and with teachers during Leadership meetings, staff meetings and grade level meetings as part of the planning process for this SPSA/Annual Review and Update during the last school year 2020-2021 and the beginning of the current school year 2021-2022.

Resource Inequities

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

Funding was allocated for teachers to tutor students in small groups after school, but students did not participate, so much of the funding was not utilized. Funding was also allocated for two Intervention Service Providers to work with small groups during the school day, but they were hired late in the year and then were removed to become temporary teachers in other schools.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0.11%	0.11%	0.2%	1	1	2
Asian	0%	0%	0.1%	0	0	1
Filipino	0.11%	0.11%	0.1%	1	1	1
Hispanic/Latino	98.44%	98.42%	98.1%	882	874	832
Pacific Islander	0.11%	0.11%	0.1%	1	1	1
White	1.23%	1.24%	1.3%	11	11	11
Multiple/No Response	0%	0%	0%	0	0	0
Total Enrollment				896	888	848

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	95	96	72
Grade 1	93	92	97
Grade 2	92	92	93
Grade 3	95	89	93
Grade 4	106	101	90
Grade 5	108	104	98
Grade 6	96	105	103
Grade 7	109	101	104
Grade 8	102	108	98
Total Enrollment	896	888	848

Conclusions based on this data:

The school is largely categorized as Hispanic/Latino (98%), however this data does not necessarily reflect the nuances of the population. There is a significant population of students from the Mixteco indigenous people, which are grouped into the same category. Students from Mixteco families are usually in a tri-lingual environment which created challenges for support from home. This population is approximately 10% of our school.

A majority of our students are second generation Americans, many of whom are the children of previous students in this community.

There continues to be declining enrollment in our lower grades, which resulted in the closing of a kindergarten class at the beginning of the year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	537	480	479	59.9%	54.1%	56.5%
Fluent English Proficient (FEP)	211	266	231	23.5%	30.0%	27.2%
Reclassified Fluent English Proficient (RFEP)	80	111	48	14.3%	20.7%	10.0%

Conclusions based on this data:

Chavez continues to remain between 50 and 60 percent of students designated as ELs. Last year, fewer students reclassified than previous years (10% vs 20% the year before.) Middle school students who remain classified as English Learners (Long-Term English Learners, LTELs) will require more targeted support and interventions to meet reclassification criteria. Students in the primary grades in the DLI program will focus on the foundational skills of reading, writing, and oracy. In addition, the school-wide focus on writing across the curriculum will benefit ELs and set the foundation to develop solid reading and critical thinking skills. Recognizing the large number of EL's at Chavez and the need to reclassify, we have made a priority to fund programs to ensure academic growth for English Learners.

Additional support needs to be developed for our Mixteco population who have unique needs due to the lack of written Mixteco language and the typical development of their language skills (Mixteco first, then Spanish, then English.)

School and Student Performance Data

Star Early Literacy

Cesar E. Chavez K-8 School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	71	11	15%	8	11%	6	8%	46	65%	661
Grade 1	96	23	24%	11	11%	17	18%	45	47%	711
Grade 2	92	56	61%	23	25%	5	5%	8	9%	715

Conclusions based on this data:

Second graders are given the Early Literacy test when they score below a certain level on Star Reading. It is a concern that so many of our second grade students took the Early Literacy test at the end of last school year. While the Kindergarten scores are similar to those seen pre-pandemic and are on par with those seen throughout the District, it is concerning that as students move up through the grades, the percent of students at/above benchmark drops. In efforts to mitigate this, this year we will focus on providing intervention in small groups within first instruction.

School and Student Performance Data

Star Reading

Cesar E. Chavez K-8 School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	91	45	49%	20	22%	8	9%	18	20%	2	177
Grade 3	95	28	29%	22	23%	21	22%	24	25%	2.4	309
Grade 4	90	36	40%	10	11%	14	16%	30	33%	2.4	382
Grade 5	97	42	43%	20	21%	12	12%	23	33%	2.2	455
Grade 6	102	45	44%	22	22%	11	11%	24	24%	2.1	528
Grade 7	100	31	31%	29	29%	18	18%	22	24%	2.3	614
Grade 8	94	41	44%	27	29%	15	16%	11	12%	2	635

Conclusions based on this data:

Data indicates that as students move up through the grades, fewer of them score at grade-level targets. Spring data shows that 3rd grade is evenly distributed (about 25% of students in each area) but by the time they reach 8th grade the majority of students (40%) are in the Urgent Intervention level with only 11% in the At/Above Benchmark level. This indicates that students may not be properly prepared for increased rigor and complexity in reading English.

First instruction practices must be evaluated and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets.

School and Student Performance Data

Star Math

Cesar E. Chavez K-8 School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	96	4	4%	14	15%	14	15%	64	67%	3.4	421
Grade 2	91	41	45%	17	19%	17	19%	16	18%	2.1	405
Grade 3	95	15	16%	27	28%	10	11%	43	45%	2.9	542
Grade 4	91	31	34%	20	22%	9	10%	31	34%	2.5	570
Grade 5	97	35	36%	16	16%	12	12%	34	35%	2.5	622
Grade 6	90	37	41%	18	20%	11	12%	24	27%	2.2	658
Grade 7	104	35	34%	26	25%	22	21%	21	20%	2.3	672
Grade 8	89	29	33%	23	26%	14	16%	23	26%	2.3	695

Conclusions based on this data:

Data indicates that as students move up the grades, fewer of them score at grade-level targets. However, unlike reading, math scores are slightly more stable. In first grade, 67% of students were meeting their goals for math. By the 8th grade, that had reduced to 23%, while not ideal, does show more stability. Students need to This indicates that students will benefit from use of instructional scaffolds and supports for mathematical tasks that require increased rigor and complexity. First instruction practices must be evaluated and adjusted, along with targeted remediation and intervention, so that students can recover and reach grade level targets.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective first instruction and data-driven instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning
 To provide equipment, materials and technology resources that support high quality instruction

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten- 2nd grade: STAR 360 Early Literacy Assessment 2020-2021 2nd grade - 8th grade: STAR 360 Reading Assessment	Year of Assessment 2021- 2022 Kindergarten: 12% of students in Kindergarten scored At/Above Benchmark according to the FALL STAR 360 Early Literacy English Assessment Grade 1: 20 % of students in 1st grade scored At/Above Benchmark according to the FALL STAR 360 Early Literacy English Assessment Grade 2: 7% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR English Early Literacy Skills Assessment 14% of students in 2nd grade scored At/Above Benchmark	Year of Assessment 2021- 2022 All grade Levels will achieve an average SGP of 50 or more in STAR 360 English Early Literacy and/or Reading. Additionally, all students in: Kindergarten: 75% of students in Kindergarten will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Assessment Grade 1: 70% of students in 1st grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Assessment Grade 2: 60% of students in 1st grade will score At/Above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>according to the FALL STAR English Reading Assessment.</p> <p>Grade 3: 6% of students in 3rd grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 4: 13% of students in 4th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 5: 24% of students in 5th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 6: 22% of students in 6th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 7: 21% of students in 7th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 8: 21% of students in 8th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment **7 students not tested</p>	<p>Benchmark by the End of the Year on STAR 360 Early Literacy Assessment</p> <p>50% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 3: 50% of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 4: 50% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 5: 50% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 6: 65% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 7: 50% of students in 7th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 8: 50% of students in 8th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p>
DLI Students in grades:	Year of Assessment 2021-2022	Year of Assessment 2020-2021

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Kindergarten - 2nd grade STAR Early Literacy Spanish Assessment</p> <p>2nd Grade - 6th grade STAR 360 Reading in Spanish Assessment</p>	<p>Kindergarten: 42% of students in Kindergarten scored At/Above Benchmark according to the FALL STAR 360 Early Literacy Spanish Assessment</p> <p>Grade 1: 29% of students in 1st grade scored At/Above Benchmark according to the FALL STAR 360 Early Literacy Spanish Assessment</p> <p>Grade 2: 44% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR Spanish Early Literacy Skills Assessment.</p> <p>28% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR Spanish Reading Assessment.</p> <p>Grade 3: 34% of students in 3rd grade scored At/Above Benchmark according to the FALL STAR Spanish Reading Assessment.</p> <p>Grade 4: 64% of students in 4th grade scored At/Above Benchmark according to the FALL STAR 360 Reading Spanish Assessment</p> <p>Grade 5: 42% of students in 5th grade scored At/Above Benchmark according to the FALL STAR 360 Reading Spanish Assessment</p> <p>Grade 6: 52% of students in 6th grade scored At/Above Benchmark according to the FALL STAR 360 Reading Spanish Assessment</p>	<p>All grade Levels will achieve an average SGP of 50 or more in STAR 360 Spanish Early Literacy and/or Spanish Reading.</p> <p>Additionally, all students in:</p> <p>Kindergarten: 80% of students in Kindergarten will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment</p> <p>Grade 1: 70% of students in 1st grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment</p> <p>Grade 2: 85% of students in 2nd grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment</p> <p>75% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Spanish Reading Assessment</p> <p>Grade 3: 50% of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Spanish Reading Assessment</p> <p>Grade 4: 75% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment</p> <p>Grade 5: 70% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Grade 6: 85% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment</p>
<p>1st - 8th grade: STAR 360 Mathematics Assessments</p>	<p>Year of Assessment 2021-2022</p> <p>Grade 1: 30% of students in 1st grade scored At/Above Benchmark according to the FALL STAR 360 English Math Assessment</p> <p>Grade 2: 15% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR English Math Assessment.</p> <p>Grade 3: 9% of students in 3rd grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> <p>Grade 4: 13% of students in 4th grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> <p>Grade 5: 6% of students in 5th grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> <p>Grade 6: 9% of students in 6th grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> <p>Grade 7: 8% of students in 7th grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p>	<p>Year of Assessment 2021-2022</p> <p>All grade Levels will achieve an average SGP of 50 or more in STAR 360 Mathematics.</p> <p>Additionally, all students in:</p> <p>Grade 1: 75% of students in 1st grade will score At/Above Benchmark by the End of the Year on the STAR 360 English Math Assessment</p> <p>Grade 2: 60% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 3: 50 % of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 4: 50% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 5: 50% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 6: 55% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 8: 7% of students in 8th grade scored At/Above Benchmark according to the FALL STAR Math Assessment **18 students were not tested</p>	<p>Grade 7: 50% of students in 7th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 8: 50% of students in 8th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Increase SGP in all students in grades 1st - 8th grade by moving 10% of students from low to typical growth on STAR 360 Mathematics.</p>
<p>3rd-8th grade: English Language Arts CAASPP</p> <p>3rd-8th grade: Mathematics CAASPP</p>	<p>According to the CAASPP 2018-2019 data, students in:</p> <p>3rd grade: ELA 30% Met/Exceeded Standard 51% Not Met Standard</p> <p>Math 27% Met/Exceeded Standard 44% Not Met Standard</p> <p>4th grade ELA 38% Met/Exceeded Standard 35% Not Met Standard</p> <p>Math 32% Met/Exceeded Standard 25% Not Met Standard</p> <p>5th grade ELA 36% Met/Exceeded Standard 38% Not Met Standard</p> <p>Math 11% Met/Exceeded Standard 51% Not Met Standard</p>	<p>Increase the amount of students in 3rd - 8th grade in MET/Exceed Standard on the 2021-2022 CAASPP Assessment by 5% in each ELA and Math.</p> <p>Additionally, decrease the percentage of students in 3rd-8th grade in the Nearly Met and Not Met standard by 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>6th grade ELA 23% Met/Exceeded Standard 45% Not Met Standard</p> <p>Math 11% Met/Exceeded Standard 65% Not Met Standard</p> <p>7th grade ELA 14% Met/Exceeded Standard 56% Not Met Standard</p> <p>Math 6% Met/Exceeded Standard 74% Not Met Standard</p> <p>8th grade ELA 19% Met/Exceeded Standard 50% Not Met Standard</p> <p>Math 7% Met/Exceeded Standard 76% Not Met Standard</p>	
<p>Kindergarten -8th grade: English Learners ELPAC Assessments</p> <p>Reclassification Percentage of English Learners in 3rd - 8th grade</p>	<p>According to the 2018 ELPAC data: 16.1% of all English Learners scored at Level 1 (Beginning) 30.6% of all English Learners scored at Level 2 (Somewhat Developed) 36.3% of all English Learners scored at Level 3 (Moderately Developed) 17.1% of all English Learners scored at Level 4 (Well Developed)</p> <p>The total percent of English Learners reclassified during the 2019-2020 school year was 20.7% (N=111).</p>	<p>All English Learner students in all grade levels will increase one level on the ELPAC 2021- 2022.</p> <p>Increase the number of students Reclassified 2021- 2022 by 5%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide appropriate operating costs to ensure full access to equipment, materials, supplies and services to support the core instructional programs and instrument repairs. Repair or replace instructional and office technology equipment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20000	LCFF 4000-4999: Books And Supplies Warehouse Materials
1600	LCFF 5000-5999: Services And Other Operating Expenditures Duplo Equipment Maintenance (1250) and Maintenance Agreement for Xerox machines (2159)
948	LCFF 5700-5799: Transfers Of Direct Costs Publication and Graphic Services
3755	LCFF 4000-4999: Books And Supplies Replace and/or add old computer equipment and color printers
959	LCFF 4000-4999: Books And Supplies Materials and Supplies
1000	LCFF 4000-4999: Books And Supplies Other materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Full Implementation of systematic instruction of Language Arts, Mathematics, and English Language Development via first Instruction and using district adopted curriculum materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Curriculum materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

8th Grade Students

Strategy/Activity

Counselor will hold presentations for 8th grade students addressing the following topics: How to succeed in school, calculating your GPA, promotion requirements, and my five year plan to College Readiness.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
counselor salary

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers collaborate in both grade level and vertical grade to plan first instruction, analyze student data, monitor student progress towards mastering ELA, SLA, Math, ELD standards, discuss common assessments and intervention and enrichment opportunities collaboration during scheduled PLC meetings. Grade level teams will be guided in identifying Priority Standards, creating Learning Targets, creating I can statements and creating common formative assessments (CFAs). The STAR 360 Mathematics, Reading (Spanish and English) and Early Literacy assessment (Spanish and English), along with CAASPP, IAB's, and curriculum embedded assessments will be administered at least 3 times a year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
14000	LCFF 5800: Professional/Consulting Services And Operating Expenditures RAMSE Consulting services to provide professional development on Professional Learning Communities to whole staff and coaching to Leadership Team and administration.
6250	LCFF 1000-1999: Certificated Personnel Salaries Teacher extra hours for collaboration and common planning (\$5000+ fringes)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct Student Monitoring Conferences facilitated by Administration two times per year to analyze the STAR 360 Reading, Mathematics, and Early Literacy and/or other curriculum embedded assessment data and identify patterns of academic growth, address students learning needs, identify students who are at risk of not meeting grade level goals, identify additional supports to address these needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1600	LCFF

1000-1999: Certificated Personnel Salaries
Cost of substitutes 4 days two times for the year
(\$200 per day)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School: English Learners, Migrant, Foster and Homeless

Strategy/Activity

Teachers will provide small group instruction and offer extra support for students' work completion in efforts to decrease the number of Ds and Fs. Additionally, administration will hold student assemblies and parent meetings to review academic expectations and share promotion requirements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Extra Hourly Time for Teacher Collaboration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of school wide systematic writing instruction (K-8) based on Common Core Writing Standards. Writing assessments in all genres will be administered to students 3 times a year. Writing will be analyzed and monitored by teachers during collaboration each trimester to identify patterns of academic growth and to guide first instruction. This will be done by grade level and in vertical collaboration teams.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

1000-1999: Certificated Personnel Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

In order to support the Core Academics of students, the administration will conduct learning walkthroughs with instructional Look For's and provide timely feedback.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

To mitigate learning loss and monitor student progress, the school will continue implementing the MTSS/RTI Model of supports for students. through the CoST and SST process in order to provide Tier I, II, and III-level interventions in small group to students below grade level in ELA and Math during Core Instruction, ELD, and before/after school tutoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3125

LCFF

1000-1999: Certificated Personnel Salaries
Substitute Teachers (\$2500 + benefits)

58013

LCFF - Intervention

1000-1999: Certificated Personnel Salaries

	Cost of two site funded ISPs one to support upper elementary and one to support Middle School
	District Funded 1000-1999: Certificated Personnel Salaries 1 Literacy Intervention teacher District funded to provide reading intervention with use of LLI Program
83793	Title I 2000-2999: Classified Personnel Salaries 4 Paraeducators to support Grades 1st and 2nd grade to support small group instruction
1300	LCFF 2000-2999: Classified Personnel Salaries Clerical OT (\$1000 + benefits)
4500	LCFF 1000-1999: Certificated Personnel Salaries Tutoring Teacher extra hours

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Accelerated Reader program will be implemented and monitored by teachers. Students in grades 3rd to 8th will be encouraged to read independently to meet their trimester point goals with 85% accuracy. Students in Kinder to 2nd grade will be encouraged to read independently 8 books per trimester with 80% accuracy. Provide incentives for those that reach their goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: Librarian
	District Funded 5000-5999: Services And Other Operating Expenditures Accelerated Reader Program
2000	LCFF 4000-4999: Books And Supplies

	Materials and supplies: Incentives
1300	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries: Librarian OT (\$1000 + benefits)
1000	LCFF 4000-4999: Books And Supplies Library books

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide English Learners access to books in efforts to support their English Language Development Literacy skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4646

Source(s)

Title III
4000-4999: Books And Supplies
Purchase AR Library Books to support ELs (ELD)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide Designated and Integrated ELD instruction to increase English Language proficiency. Teachers will ensure full implementation of district adopted ELD curriculum and provide supports with use of scaffolds and strategies to make the content comprehensible to the English Learners. Ensure that appropriate time in ELD is provided on a daily basis through class schedules and classroom observations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Conduct progress monitoring of English Learners, Long Term English Learners (LTELS) and recently reclassified students through the LAT process as outlined in the EL Master Plan with the support of the Director of EL Services. To mitigate the learning loss during this pandemic, the school will provide an intervention support teacher to offer small group instruction and offer after school tutoring for ELs students who are not meeting or are falling behind in their academic goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
960	LCFF 1000-1999: Certificated Personnel Salaries cost of subs for meetings
2418	Title III 1000-1999: Certificated Personnel Salaries extra hours tutoring
30338	Title III 1000-1999: Certificated Personnel Salaries Salary of Intervention teacher to support small group instruction to ELs

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in K-6th grade

Strategy/Activity

Implementation of Dual Language Immersion Program in Kindergarten through Seventh Grade. Teachers in K-3 will implement the Biliteracy Unit Framework roll out from the DLI units created for student achievement. Teachers will collaborate in order to plan first instruction and analyze data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4500	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Hours

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, Science, Social Studies, and ELD; reinforce students' literacy and math skills; and enhance students' involvement in the school's Communication Arts, Literacy, and Technology Strand Focus. Teachers will monitor the goal for students to work on Lexia for their recommended time by the Lexia Program and on ST Math for 30-90 minutes per week (depending on grade level) .

All Students will be given the opportunity to learn through technology apps, software, and subscriptions enhancing reading and writing skills through learning experiences focused on supporting intervention and enriching activities for one to one devices. (Myon, Lexia and ST Math and AR)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn program, Lexia, and ST Math,

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students with Special Needs

Strategy/Activity

Provide students with special needs differentiated support and accommodations specified in their IEPs in their General Education class. Monitor students' progress on goals and objectives and make recommendations for necessary supports and services through their Annual, Initial, and Triennial IEP meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2880

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Cost of Subs to release teachers for IEPs or purchase of prep periods

2880

LCFF

1000-1999: Certificated Personnel Salaries
Cost of subs for RSP Teachers or purchase of prep periods

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Student with special needs

Strategy/Activity

Conduct Section 504 meetings to determine student eligibility for supports and/or accommodations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

480

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Cost of Subs or purchase of prep periods

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Dual Language Immersion (DLI) meetings regularly to support teachers in the biliteracy program. collaboration meetings will focus on implementation questions, planning for upcoming units, and identification of resources needed. New teachers to DLI will be offered opportunities to observe more experienced teachers and opportunities to collaborate to improve student achievement in the DLI program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

LCFF
4000-4999: Books And Supplies
materials to suppor DLI classes

1000

LCFF
1000-1999: Certificated Personnel Salaries
Substitute Teachers, or extra hours

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct New Teacher meetings monthly to support new teachers with planning instruction, classroom management, and other issues that may affect student learning and teacher retention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
salaries

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation a districtwide Learning Management System (LMS), CANVAS as a platform students to attend class via distance learning, complete and upload assignments, grades, attendance. Teachers will receive Professional Development via canvas modules.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
Canvas LMS

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure confidentiality of documentation and sensitive student information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF
5000-5999: Services And Other Operating Expenditures
Contract for Shredding Services

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

5th Grade Class

Strategy/Activity

A class of 5th grade students will participate in a pilot program of the Youth Cinema Project. Project based learning will be supported by the Youth Cinema Project (YCP) this project will support one class of students in creating a movie.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Youth Cinema Project Contract with District

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (such as virtual experiences, assemblies and/or guest speakers). This will expand students' interest for career and college readiness and enhance their overall learning experience.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Field Trip services

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will provide opportunities for teachers to attend professional development in ELA, DLI, Math, and ELD in integrated and designated ELD to improve instructional practices, improve

student progress and engagement. (District adopted technology platforms and programs Lexia, St Math, canvas, PLC, etc...)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

LCFF
1000-1999: Certificated Personnel Salaries
teacher extra hours to attend PD

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School students

Strategy/Activity

Academic incentives will be provided to motivate and engage students in Middle School to maintain targeted GPA. Students who reach the targeted GPAs will participate in the Renaissance Program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF
4000-4999: Books And Supplies
Academic Incentives

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students in AVID, which include English Learners, Migrant, Homeless, Foster, African-American and GATE

Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 7-8 (as allowed by the Covid-19 guidelines otherwise it will be a virtual fieldtrip).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Field Trip transportation and/or services, entrance fees, and operations (see Goal 1 #29)
1000	LCFF 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Leadership Team will meet monthly to create and monitor the Single Plan for Students Achievement; discuss, plan and develop support for teachers and students with implementation of the focus strand, and district adopted curriculum and technology platforms; analyze data and make recommendations to the school program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra hours for Leadership Team Members

Strategy/Activity 28

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in 1st-8th grade

Strategy/Activity

The After School Program will be offered to students in grades 1st-8th and will provide enrichment for students through opportunities for collaborative learning and hands-on academic and physical activities through Zoom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

ASES
No addiitonal cost

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in 1st-8th grade

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

ASES
No addiitonal cost

Strategy/Activity 30

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents through Zoom with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES

No additional cost

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

We were not able to measure the overall effectiveness of the strategies/activities implemented to reach our goal due to COVID-19. Instruction continued primarily through distance learning methods through March of 2021, when some students returned to a hybrid learning model. Data validity continues to be unstable due to the following: inconsistencies in instructional time provided to students; data collected was inconsistent and unreliable due to a large number of students that did not take the assessments; and the state assessments were cancelled. STAR assessment data is being used for future planning with the understanding that it will only provide a partially accurate picture.

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

Funds have been assigned to bolster support for initiatives taken in the previous year: improving the effectiveness of professional learning communities, utilizing the cycle of inquiry, monitoring student progress through MTSS, and extending opportunities for students to learn and meet goals. Additionally, support is being provided to support the DLI program and support for our ELD students.

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

Cesar E. Chavez School will ensure that the metrics, goals and expected outcomes are monitored at least 3 times during the year. The CAASP test is being re-instated this year, so this will serve as new baseline data for future progress monitoring. Appropriate goals will be set in next year's SPSA. Maintaining a focus on data analysis during our PLCs will help grade levels monitor student progress at all levels, inform instruction, and identify students for intervention or enrichment opportunities when needed. Funding will be allocated to support the training and implementation of PLCs which will set cohesive instructional goals for the school and develop pathways to attain them.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To increase positive attendance
 To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates Chronic Absenteeism	Based on the 2019-20 end of year attendance report, Chavez had an overall 96.26% Average Daily Attendance Rate. Based on the 2019-20 end of year absenteeism report 15.97% of students were identified as Chronic Absentees.	Increase Chavez attendance rate to 98%. Decrease the amount of student chronic absenteeism by 3%.
Suspension Rates	Based on the EOY District Suspension Data from 2019-2020, the suspension rate was 1.70% (N=15).	Decrease the amount of students suspended from school by 1%.
Panorama Survey	Based on the 2019-20 end of year Panorama Survey, 51% of students had a "growth mindset" and 48% of students believed they can "regulate their emotions."	Increase the percent of students in each category by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of the positive behavior support model and school-wide. PBIS committee will identify areas of need and opportunities to improve the PBIS model. The specific focus this year will be establishing an incentive program based on SOAR during distance learning, establishing structured playground activities, and implementing clear and common expectations for all grade levels. Posters and/or banners will be printed and displayed in all classrooms and common areas as supports for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries PBIS team extra hours
	Print PBIS posters (See Goal 1)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will continue the implementation of restorative approaches for Positive Behavior Interventions and Supports including restorative circles and community circles. MS SEL focus during Advisory....

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach Specialist and Staff will collaborate to identify students with needs and provide supports to family and students who experience hardships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries for Outreach Specialist
1000	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries for ORC: Extra time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional concerns, individually and/or in small groups or class setting. (Tier I, II, III)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Classified Salaries for Counselor

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data will be monitored at the end of each trimester during the school year to identify trends and patterns of behavior and types of incidents. this data will serve to reevaluate the structures and procedures and identify additional needs in supporting student positive behavior.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Counselor and ORC and admin

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will follow the MTSS/RTI pyramid for behavior and social-emotional supports. The school will hold regular Coordinator Service Team (COST) and Student Success team (SST) meetings for at risk students to identify supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Staffing and extra hours (See Goal 1 Activity # 10)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in emergency preparedness drills: fire drills (monthly); earthquake drills (bi-monthly); lockdown drills (2x's yearly); and Schoolwide Evacuation (once a year).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Create structure in the playground by clearly identifying areas for specific activities during recess and lunch in efforts to support students in making positive choices and create a more safe play environment for students.. Areas will color coded to correspond to the activities and equipment that can be use in certain areas, i.e.basketball courts will be the orange area and only basketballs should be used in that area.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

LCFF
4000-4999: Books And Supplies
Playground equipment, signage and cones

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

In order to improve school connectedness and support students making positive choices, administration will create and share a weekly video bulletin for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Admin

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Safety Committee will revise and monitor the Comprehensive School Safety Plan, provide Disaster Preparedness training to staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF
1000-1999: Certificated Personnel Salaries
Safety Committee extra hours (maybe classified
extra hours as well if part of the committee)

1000

LCFF
4000-4999: Books And Supplies
Materials to support implementation of safety
plan

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus supervisors will monitor students before school, at lunch, at recess, and in the hallways and passing periods. There is a need to have multiple areas supervised at all times which requires the site to fund additional hours to keep students safe. The school will provide professional development by continuing to train campus supervisors in effective ways to support students with positive behavior and discipline. Training will include CHAMPS, PBIS, and NCPI when Covid-19 guidelines allow.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

16449

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries: 7 Campus Assistants

LCFF
2000-2999: Classified Personnel Salaries
Classified Salaries: For an additional campus supervisor (4 hours) for 130 days

1331

LCFF
2000-2999: Classified Personnel Salaries
Classified Salaries: Subs or Extra Time

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

In order to support the Core Academics of students, the Administration, ORC, and Counselor will hold regular social skills and "Guidelines for Success" assemblies once per trimester via Zoom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
staff salaries

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

3rd to 8th Grade

Strategy/Activity

Kinder through eighth grade students will participate in the Panorama SEL Survey to identify individual student needs, to identify school trends, and provide Tier II interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

To increase meaningful participation and build school culture, the school will implement spirit weeks throughout the year and conduct Schoolwide Webinars with positive message and recognition of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student attendance will be monitored by Attendance Technician, Outreach Consultant and Administration. School will hold meetings on a biweekly basis and provide specific interventions and support to students and families when concerned with absences and/or tardies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified and Admin salaries

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will provide social/emotional support and community services for students by the Healthy Start Social Worker in collaboration with school counselor and ORC.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor salary

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

EL Students

Strategy/Activity

Parents and guardians of English Learners in need of supports and strategies for student behavior expectations may be referred by the ORC to Parenting Workshops, such as Project2Inspire and/or Triple P Classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
466	LCFF 2000-2999: Classified Personnel Salaries campus supervisor extra hours for baby sitting
200	LCFF 4000-4999: Books And Supplies Refreshments, snacks and food for parents and students

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Suspension rate information is not application for the 2020-2021 school year as the vast majority of the year was done in distance learning. The suspension rate data for 2021-2022 will serve as a baseline. Appropriate goals will be set in future SPSAs. All actions for this school year will be scheduled and communicated to all stakeholders through staff meetings, email and a shared calendar. The effectiveness of the actions will be evaluated after each trimester via collaboration with focus on data analysis. The PBIS team, counselor, ORC, administrators, and staff will continue to work on improving positive school climate and the social emotional support of our students.

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

No major differences occurred due to the continuing of COVID distance learning through March of 2021.

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

The school will develop school climate by focusing on social-emotional learning lessons integrated through the day, the training and use of additional campus supervisors, and working with all stakeholders to investigate and provide additional supports for students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Parent Participation in ELAC Meetings	An average of 6 parents attended ELAC Meeting last year.	Increase parent attendance to ELAC Meetings by 100% this year as measured by the parent sign in sheets at the different education.
Parent Needs Assessment Survey	A baseline will be establish this year	To have 25% of the parents respond to the survey.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Title 1 meetings will be held via Zoom to inform parents of school goals, programs, and activities twice a year, at the beginning and the end of year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Certificated Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The parent compact will be developed and revised at parent meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Staff Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Parent Involvement Policy will be developed and revised in collaboration with School Site Council.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Staff Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent Education will be provided by the school, which will include transition to HS, to Middle School, out of Kindergarten, Early Literacy, A-G requirements, Computer Classes etc. in order to increase parent and family involvement in schools.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Counselor

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
ORC

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

EL Students and all students

Strategy/Activity

Parent/Teacher conferences will be held in the Fall and the Spring to inform families of student ELA, Math, and ELD progress, ensuring the availability of translation services in order to establish effective communication between home and school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

998	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Translation
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: Extra Time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Coffee with the Principal meetings will be held to offer training opportunities for parents to learn how they can assist their child at home in ELA, Math, and learn about school goals. These meeting will have Mixteco and Spanish interpreters.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Mixteco Translation (See goal 3 activity #5)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

IEP meetings will be held to plan individual student support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Substitute Teachers (Goal # 1)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Coordinate School Site Council (SSC) meetings and jointly develop agendas with parent input.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
salaries for teachers and admin members

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Notify parents of upcoming events through school marquee, Connect Ed Calls, student iPads, OSD app, display cases, and updated school website with information for parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Translation (See goal 3 activity #5)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Kindergarten

Strategy/Activity

Hold a Kindergarten Orientation for incoming Kinder parents to discuss academic expectations and parent involvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teachers salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent Teacher Association (PTA) meetings will be scheduled and agendas will be developed with parent input.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Parent meetings

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Invite parents of EL students whom been reclassified to a Reclassification Celebration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

200

Source(s)

LCFF
4000-4999: Books And Supplies
Refreshments, cake and medals

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

The school will provide opportunities for parents to attend site based parent training to help low income families with student success, such as District Office training, teacher parent education nights, and CAFE parent professional development for both teachers and parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Staff salaries

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Homeless and Foster Youth

Strategy/Activity

The School will provide support to homeless and foster youth families through the school counselor, outreach specialist and Social Worker. Their needs will be communicated through ORC to the site staff and will include home visits.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries

	ORC
	District Funded 1000-1999: Certificated Personnel Salaries Counselor

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input. Students of parents who attend the meeting will be provided with an incentive to encourage more participation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Classified Salaries: Translation (See goal 3 activity #5)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

Administration and school Counselor will hold a virtual webinar for Middle school parents of students who get D and/or F on their Progress Reports to talk about expectations, give information to parents of how they can support their student at home. Additionally, topics that will be addressed are: the importance of attendance, A-G Requirements, Promotion Requirements and Calculating the GPA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Personnel Services

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

8th Grade

Strategy/Activity

Invite parents to participate in their child's promotion to High school celebration ceremony. (Ceremony specifics will be determined as time nears following the district and CDC guidelines for safety).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF
4000-4999: Books And Supplies
Expenses related to 8th grade promotion

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct a Parent Needs Survey to help identify parent needs and supports for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
salaries

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

While Cesar E. Chavez School has been able to successfully communicate with parents through EdConnect calls, Blackboard text messages, Twitter, Facebook, school marquee, website, and PeachJar. We need to continue our efforts of communicating with our families in order to help them support their children and the school in accomplishing our goal of student success. We are hoping to receive feedback from the data in the parent survey, to further increase parent communication, and increase active parent involvement.

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

Funds were allocated for parent nights celebrating our academy focus, CALCAT, and parenting classes. Due to school closures from COVID-19, many of the funds were not used. This year, we plan on hosting celebratory nights focusing on presenting student work by grade level. In addition, our counselor and ORC are working with VCBH and the FRC to provide parenting classes in an effort provide strategies for their children at home that parallel strategies used at school.

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

As COVID restrictions lift, we will increase the number of parent meetings held in person. If restrictions do not allow, we will continue to offer that same information via webinar. Additionally, we will continue to hold events via webinar if we feel that the number of parents can attend would be improved by using that method. Parent presentations include tips to succeed in Middle School, Promotion requirements and a Successful Transition to High School, and Succeeding in Distance Learning. We plan to be more proactive in an effort to get more participation in parent meetings.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$122,193.00
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	\$294,889.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$83,793.00
Title III	\$38,400.00

Subtotal of additional federal funds included for this school: \$122,193.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$114,683.00
LCFF - Intervention	\$58,013.00

Subtotal of state or local funds included for this school: \$172,696.00

Total of federal, state, and/or local funds for this school: \$294,889.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	83,793.00	0.00
Title III	38,400.00	0.00
LCFF	114,683.00	0.00
LCFF - Intervention	58,013.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	114,683.00
LCFF - Intervention	58,013.00
Title I	83,793.00
Title III	38,400.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	36,175.00
2000-2999: Classified Personnel Salaries	LCFF	21,846.00
4000-4999: Books And Supplies	LCFF	38,114.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,600.00
5700-5799: Transfers Of Direct Costs	LCFF	948.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	58,013.00
2000-2999: Classified Personnel Salaries	Title I	83,793.00
1000-1999: Certificated Personnel Salaries	Title III	32,756.00

2000-2999: Classified Personnel Salaries

Title III

998.00

4000-4999: Books And Supplies

Title III

4,646.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	267,245.00
Goal 2	25,446.00
Goal 3	2,198.00

School Site Council Membership

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

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

Name of Members	Role
Bertha Anguiano	Principal
Elsa Cortes	Classroom Teacher
Laura Silva	Classroom Teacher
Rosalinda Rodarte	Classroom Teacher
Teresa Silvas	Other School Staff
Alejandra Flores	Parent or Community Member
Alicia Fabian Lopez	Parent or Community Member
Maria Tersa Salazar	Parent or Community Member
Lizette Reyes	Parent or Community Member
Modesto Gomez de la Cruz	Parent or Community Member

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

Recommendations and Assurances

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

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

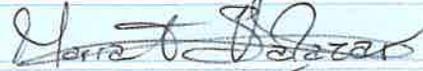
The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

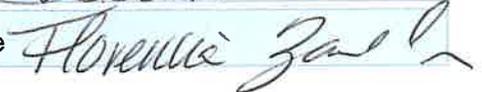
Signature

Committee or Advisory Group Name

School Site Council



English Learner Advisory Committee



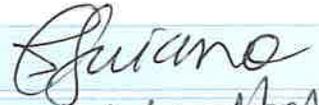
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

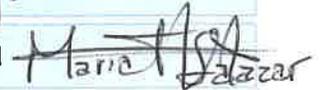
This SPSA was adopted by the SSC at a public meeting on 10/21/2021.

Attested:

Principal, Bertha M. Anguiano on 10/21/21



SSC Chairperson, Maria Teresa Salazar on 10/21/21



Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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

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

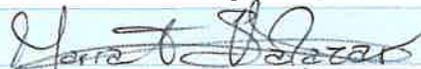
The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

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

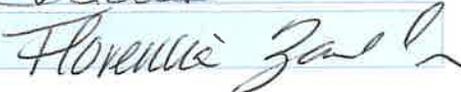
Signature

Committee or Advisory Group Name

School Site Council



English Learner Advisory Committee



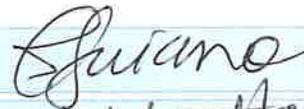
The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

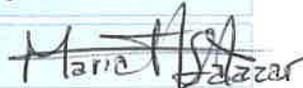
This SPSA was adopted by the SSC at a public meeting on 10/21/2021.

Attested:

Principal, Bertha M. Anguiano on 10/21/21



SSC Chairperson, Maria Teresa Salazar on 10/21/21





School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Curren School K-8	56725386055263	October 25, 2021	November 17, 2021

Purpose and Description

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

Schoolwide Program

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

The Curren School Vision is to empower all students not just to know, but to become! And our Mission is empower all children to take ownership of their learning, exercise their growing autonomy, discover opportunities for carving their own versions of success, and ensure they become responsible members of our global society. Our dedicated staff strive to educate all students, in a culturally proficient climate, in order for our student to achieve academic success, become lifelong learners, and productive members of society while developing literacy and biliteracy and becoming socially competent. Curren School is committed to providing the best educational program possible for our students. We strive to empower all students not just to know, but to become. We want students to become mathematicians, not just know Math. At Curren, we give everything we can to our students, but more importantly we want them to obtain it for themselves as we recognize that empowering them is greatest gift we can give as educators. Owning their own learning is an important quality and emphasis within our mission statement. That statement is crucial in both, in-

person and in a virtual instruction setting where we rely more on the individual and home setting. Empowering students to exercise their growing autonomy, discover opportunities for carving their own versions of success, and ensure they become responsible members of our global society allows us to focus on differentiation and the whole child.

Our focus is on best first instruction, which will be highlighted through: Common Core Standards, 21st century skills, use of technology, differentiated instruction, social, emotional and behavior support, professional learning communities, and community engagement. Although students experience some learning loss due to the COVID-19 Pandemic – we will concentrate our efforts on prioritizing instructional content standards by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. At Curren, this would include a clear set of math skills and concepts aimed to solve real-world problems as well as literacy skills centered on reading comprehension and oracy. Curren's plan is to be dynamic and intentional with instruction and build strong professional learning communities (PLCs) to support this endeavor. We believe in providing a rigorous academic curriculum by using data driven instructional practices which require collaboration and practice. We want to continue our efforts in providing the time and support needed for both students and staff to be able to explore and create a deep understanding of the standards and their application to learning. Through these efforts with our students, we will look to build life-long learners prepared to meet the demands of an ever-changing world. Critical thinking, creativity, communication, collaboration, and character (the 5 Cs) will continue to be focal points across content areas.

While academic excellence is our focus, we also encourage and teach character education as well as leadership. This is never more needed than in the current political and social environment in which we live. We want to build strong leaders that are empathic, responsible, and can help build both our local and national community. In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. We provide multiple opportunities for our parent community and stakeholders to involve in the decision-making process. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC) encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities at our school. The school's Parent Involvement Policy provides clear guidelines/expectations for parents with this post pandemic school year. Our Back to School Night, Math and Literacy Nights, along with monthly Coffee with the Principal meetings, further support and foster meaningful and productive opportunities for our parents to participate in their child's academic and social-emotional growth. We are continually implanting our PBIS-CHAMPS approach in ensuring all students' academic and socio-emotional needs are met to ensure achievement of high academic standards across all content areas, supporting the socio-emotional growth of our students in a safe, positive learning environment. We strive to strengthen our home-school partnerships to increase parental involvement and meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Based on both virtual and in person classroom observations, the needs of EL Learners should continue to be a focus for this school year. Observations from last year both in-person and via a virtual platform Zoom has highlighted the need for teachers to be provided with professional development on ELD strategies and be provided with opportunities to review ELD standards and supports and what those practices are as described in Goal 1. Classroom observations showed the need for teachers to have more meaningful opportunities to collaborate and constantly participate in the cycle of inquiry related to the Common Core State Standards and other relevant data points such as STAR 360 data, IABs to refine best first instruction and, given the unique challenges of this year and expected disruptions, find new efficiencies in the curriculum that are critical to student learning. Dual Language Immersion teachers need specific time to collaborate as Spanish/English counterparts need to work on the bridging and unit mapping. Professional development and collaboration centered on progress monitoring using various data points and SMART goals such as STAR 360 and the LLI program would help improve the overall reading level of our students. Math continues to be an area of concern. Rigor, higher levels of depth of knowledge, and critical thinking is required so the instruction matches the standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

It is important to note that due to the COVID-19 Pandemic, State assessments were not administered this past year. Local and school assessments indicate the need is still there to improve instruction in the areas of ELA and Math, specifically with English Learners. Following data from past state assessment, English Learners are our lowest performers on state tests. The universality of mathematical symbols is not transferring to English and the past scores indicate a need to improve in literacy and reading comprehension in order to achieve higher performance levels. Based on past assessment results, lessons should integrate the knowledge and skills ELLs have from another subject areas into their literacy instruction(both English and Spanish for DLI students).

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

The school and district use an assessment calendar with expectations for assessment. Frequent administration of specific assessments such as STAR 360 Reading and Math allow the school to adequately monitor student progress. Curriculum-embedded assessments from Wonders, Maravillas, and Study Sync can be used for diagnostic purposes and provide intervention when needed. These forms of assessment provide meaningful sources of information for teachers. They in turn use this information to identify what the students comprehended and what they need to work on. Data from assessments provides valuable information on the desired learning goals. Learning goals and instruction are then modified to meet the accommodate differences in students' learning styles and intelligences.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

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

Teacher collaboration is set for the school year at the beginning of each year. School schedules were modified to meet both a distance and hybrid learning environment. Wednesday is dedicated time for collaboration. There is specific time set aside for both grade level and staff collaboration. Teachers meet weekly in grade levels to review data and work on a focus question based on the cycle of inquiry to help drive instruction. Teachers also look at present levels of performance of students in their class to adjust units/lessons as needed to ensure the standards are being taught in a clear, intentional method that is student focused. Teachers are also afforded meaningful opportunities to participate in site-based Professional Development workshops on Wednesdays or other days indicated by the calendar. Topics for mini workshops include AVID strategies, SMART Goals, Classroom Management, STAR 360, and scaffolds and supports in classroom instruction.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Teachers and classes provide students with multiple services and supports, which enable them to meet the standards. Within the classroom, small group intervention is used to help underperforming students. Various types of strategies (activities) and scaffolds (supports) are utilized such as interactive, graphic, and sensory to meet the needs of diverse learners. Sentence frames, word walls, graphic organizers, guided reading, and math mindset are tools utilized to accommodate differences in students' learning styles and intelligences. An ISP is designated to work with small groups in both primary and secondary grade levels to address their literacy skills. Instructional Aides and other adult support in the classroom help to assist in bringing students up to the standard. When applicable for this school year, after school tutoring will be offered specifically for at-risk and underperforming students.

Evidence-based educational practices to raise student achievement

Curren school uses a variety of evidence-based educational practices to raise student achievement. Teachers provide explicit learning objectives that are tied to demonstrations of learning. First instruction and differentiation is a Tier 1 support utilized for all learners. Students are engaged in rigorous, relevant learning. Small groups instruction, clear and effective learning feedback, and assessment results and progress monitoring of goals with Lexia, Core 5 (K-5) Lexia Power UP (6-8), ST Math, AR, STAR 360 and CBMs. Discovery based teaching is implemented using Mystery Science for K-5 and McGraw Hill Inspire Science Curriculum for 6-8 and Inspire that align with the NGSS standards. Tutoring and reteaching are used to help raise student achievement.

Parental Engagement

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

Parents are involved in school activities via School Site Council, English Language Advisory Council, Parent Teacher Association, organizing student events, classroom volunteering, parent conferences, coaching sports and advising student clubs - the latter will be offered in accordance with county and district health guidelines regarding COVID-19.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Stakeholders are involved in the process and implementation of school programs on campus. Parent/Community led groups such as our English Learners Advisory Committee play an important role on campus from volunteer opportunities to ensuring that our English Learner students' needs are met and resources are available for them. For example, the parents requested that we have culturally relevant family nights to promote a strong community at the school. They participate in and attend the local and state California Association of Bilingual Education (CABE) Conference. Teachers provide tutoring that is specific for socioeconomically disadvantaged students and English Learners for extended breaks from school. This year, stakeholders requested academic "bootcamps" again to provide students with another resource after school to prepare for important assessment such as the ELPAC test and CAASPP, especially given the learning disruption and unique challenges presented by the COVID-19 pandemic.

Funding

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

Title I funds are used to support underperforming students in the area of first instruction. Looking at past data, the school identified a need to improve first instruction and focus on implementing Common Core State Standards. Funds were also utilized to address unique challenges of this school year and a need to adjust to a virtual setting. Headphones were provided for each student to utilize in the home as well as school materials and workbooks. A paraeducator was hired to address the needs of primary grade level students in 1st grade both in a distance and hybrid model. Tutoring during extended breaks and after school tutoring – when we return to in-person class – along with academic boot camps were created to address the needs of our underperforming and most vulnerable populations.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Curren School's teachers, staff and governance stakeholder groups were involved in the development of this School Plan for Student Achievement (SPSA). The School Leadership Team met on August 30, 2021 and on October 4, 6, 18, 20, 2021 to address and discuss the three SPSA goals. Our grade level teams met as Professional Learning Communities (PLCs) on September 14, 2021 and October 5, 2021 to analyze baseline data (Fall STAR 360 Early Literacy, Reading, and Math) to develop expected academic goals for the 2021-2022 school year via the STAR 360 assessments and to discuss supports or resources needed to meet these academic outcomes. The

School Principal shared the SPSA with all teachers and support staff on October 19, 2021, to discuss the SPSA goals, share grade-level outcomes/goals, and review the strategies/activities for our site's proposed expenditures.

School Site Council met on October 25, 2021 to review the main components of the SPSA Plan, understand the three SPSA goals, provide input to our site's SPSA, and to be informed on our site's 2021-2022 budget allocations and reviewed Fall STAR 360 data (Fall STAR 360 Early Literacy, Reading, and Math) and to share a completed draft of the SPSA for approval. The English Learner Advisory Committee met on October 1, 2021 to review the SPSA and provided input, with an emphasis on strategies to support English Learners as they strive to enhance their English language proficiency levels to achieve reclassification and activities to enhance parent engagement.

Resource Inequities

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

Shortage of substitutes and the current pandemic did not allow for dedicated days set aside for teacher collaboration this past year. Many times, collaboration dates were cancelled as a result of no coverage and or due to distance learning instruction teachers time was impacted. Students experienced higher levels of trauma during the pandemic and had some difficulty transitioning, even though we provided Wi-Fi connectivity and accessibility some students experienced access connective difficulties during distance learning.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.19%	0.1%	0.1%	2	1	1
African American	0.58%	0.49%	0.7%	6	5	7
Asian	0.29%	0.39%	0.3%	3	4	3
Filipino	0.19%	0.2%	0.2%	2	2	2
Hispanic/Latino	95.52%	95.58%	96.4%	980	972	931
Pacific Islander	0%	0%	0%	0	0	0
White	2.63%	2.56%	2.0%	27	26	19
Multiple/No Response	0.58%	0.69%	0.3%	6	7	3
Total Enrollment				1,026	1,017	966

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	99	98	98
Grade 1	97	103	99
Grade 2	97	104	100
Grade 3	106	102	97
Grade 4	111	116	101
Grade 5	120	110	114
Grade 6	139	121	107
Grade 7	138	134	119
Grade 8	119	129	131
Total Enrollment	1,026	1,017	966

Conclusions based on this data:

Curren school's enrollment and demographics have remained largely unchanged from last year. The data shows that the majority of our school population (97%) is of Hispanic or Latino origin, so culturally relevant activities and lessons in class are needed to involve our families and make connection to prior knowledge and background information about our students. Grades are evenly distributed with no large discrepancies in enrollment by cohorts. Full implementation of Dual Language Immersion program in Kindergarten and 3rd grade have not changed the enrollment of the school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	511	485	498	49.8%	47.7%	51.6%
Fluent English Proficient (FEP)	263	274	229	25.6%	26.9%	23.7%
Reclassified Fluent English Proficient (RFEP)	95	81	28	17.8%	15.9%	5.8%

Conclusions based on this data:

The number of English Learners continues to be above 50% of our student population. Due to the disruption of the 2019-2020 school with the COVID-19 pandemic, students were unable to take the ELPAC test and reclassify last year. In 2020-2021, 28 students met the criteria to reclassify based on previous scores from 2018-2019 school year and district benchmarks. Due to school distance learning, and projected interruptions to the school year it was difficult to project the reclassification rate for the 2020-2021 school year. 95+% of our English Learners primary language is Spanish. It is important to have culturally relevant topics and opportunities for students to make connections to their Native Language in class. One area of concern continues to be Long-Term English Learners (LTELs). The number of students that are LTELs in the middle school continues to be an area where we need improvement. Reclassification rates, based on 2020-2021 data show that do not reclassify at the same rate in grades 6-8 as 2-5

School and Student Performance Data

Star Early Literacy

Curren School K-8										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	94	16	17%	8	9%	14	15%	56	60%	669
Grade 1	84	24	29%	24	29%	5	6%	31	37%	694
Grade 2	53	38	72%	11	21%	4	8%	0	0%	667

Conclusions based on this data:

Second grade shows a massive drop in Early Literacy scores (most likely as a result of distance learning during the pandemic and the mode of STAR 360 assessment administration.) This could result in long-term dip in scores and success if not properly addressed and supported. Continuous support will be needed past this first year. It should be noted that 2nd graders also take the STAR reading test and this results do no reflect all students in second grade. Kindergarten scores are similar to those seen pre-pandemic and are on par with those seen throughout the District. It should be noted that Kindergarten students may have received in some instances supports during the assessments as some were conducted virtually.

School and Student Performance Data

Star Reading

Curren School K-8											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	90	39	43%	13	14%	12	13%	26	29%	2.3	196
Grade 3	96	33	34%	14	15%	13	14%	36	38%	2.5	338
Grade 4	101	40	40%	20	20%	17	17%	24	24%	2.2	369
Grade 5	107	43	40%	19	18%	19	18%	26	24%	2.2	449
Grade 6	105	47	45%	16	15%	14	13%	28	27%	2.2	552
Grade 7	105	40	38%	36	34%	10	10%	19	18%	2.1	586
Grade 8	128	43	34%	38	30%	21	16%	26	20%	2.2	695

Conclusions based on this data:

Data indicates that as students get older and progress through the assessment periods, they fall off on their grade-level targets as rigor and complexity increases. Spring data shows that 2nd- 8th At/Above Benchmark attainment by grade is evenly and/or closely distributed (between 20% and 30% of students in each of the grade levels) The results are very similar in percentage numbers across all the grade levels at the Urgent Intervention Level. but by the time they reach 8th grade the majority of students (64%) are in the yellow and blue zone with only 20% in the meet/exceed. This indicates that students are not properly prepared for increased rigor and complexity in reading English. First instruction practices must be evaluated, monitor and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets.

School and Student Performance Data

Star Math

Curren School K-8											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	94	15	16%	14	15%	17	18%	48	51%	3	365
Grade 2	90	36	40%	21	23%	8	9%	25	28%	2.2	418
Grade 3	96	23	24%	21	22%	10	10%	42	44%	2.7	532
Grade 4	100	44	44%	22	22%	7	7%	27	27%	2.2	547
Grade 5	106	34	32%	20	19%	7	7%	45	42%	2.6	631
Grade 6	97	38	39%	27	28%	14	14%	18	19%	2.1	647
Grade 7	109	50	46%	21	19%	12	11%	26	24%	2.1	660
Grade 8	116	25	22%	43	37%	19	16%	29	25%	2.4	729

Conclusions based on this data:

Data indicates that as students progress from grade level to grade level, they fall off on their grade-level targets. However, unlike reading, math scores are slightly higher more stable. In first grade, 51% of students were meeting their goals for math. By the 8th grade, that had reduced to 25%, which while not ideal, does show some more stability. This still indicates that students are not properly prepare for increased rigor and complexity in mathematics. First instruction practices must be evaluated, monitor and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets while meeting grade level expectancies and high level of academic achievement.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA.	<p>Percentage of students that Met or Exceeded the standard for the CAASPP ELA for the 2018-2019 school year.</p> <p>3rd grade students had 36% 4th grade students had 25% 5th grade students had 26% 6th grade students had 15% 7th grade students had 25% 8th grade students had 21%</p>	<p>Students will growth by moving one or two levels across the different bands in CAASPP. Increase the number of students meeting and exceeding standards in ELA by 3-5%</p>
CAASPP Math	<p>Percentage of students that Met or Exceeded the standard for the CAASPP Math for the 2018-2019 school year.</p> <p>3rd grade students had 34% 4th grade students had 19% 5th grade students had 8% 6th grade students had 6%</p>	<p>Students will growth by moving one or two levels across the different bands in CAASPP. Increase the number of students meeting and exceeding standards in Math by 3-5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	7th grade students had 6% 8th grade students had 4%	
STAR 360 ELA and Early Literacy	<p>The percentage of students who scored At or Above on the Fall 2021 Benchmark:</p> <p>Kindergarten - 59% 1st grade - 36% 2nd grade - 19% 3rd grade - 37% 4th grade - 23% 5th grade - 24% 6th grade - 26% 7th grade - 18% 8th grade - 20%</p>	<p>Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 ELA. The percentage of students who will score At or Above benchmark will increase by:</p> <p>Kindergarten - 19% 1st grade - 25% 2nd grade - 6% 3rd grade - 17% 4th grade - 10% 5th grade - 10% 6th grade - 16% 7th grade - 18% 8th grade - 20%</p>
STAR 360 SLA	<p>The percentage of students who scored At or Above on the Fall 2021 Benchmark:</p> <p>Kindergarten - 40% 1st grade - 34% 2nd grade - 33% 3rd grade - 27% 4th grade - 41% 5th grade - 45% 6th grade - 63% 7th grade - 50% 8th grade - 45%</p>	<p>Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 SLA. The percentage of students who will score At or Above benchmark will increase by:</p> <p>Kindergarten - 13% 1st grade - 25% 2nd grade - 10% 3rd grade - 17% 4th grade - 10% 5th grade - 10% 6th grade - 16% 7th grade - 18% 8th grade - 20%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Math	<p>The percentage of students who scored At or Above on the Fall 2021 Benchmark:</p> <p>1st grade - 51% 2nd grade - 27% 3rd grade - 43% 4th grade - 27% 5th grade - 5% 6th grade - 6% 7th grade - 5% 8th grade - 4%</p>	<p>Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 Math. The percentage of students who will score At or Above benchmark will increase by:</p> <p>1st grade - 20% 2nd grade - 10% 3rd grade - 11% 4th grade - 17% 5th grade - 13% 6th grade - 13% 7th grade - 15% 8th grade - 15%</p>
ELPAC/Reclassification	32 students met reclassification criteria in 2020-2021 based on scores from 2020-2021 data and district benchmarks.	The reclassification rate will increase by at least 10%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue full implementation of ELA and Math CCSS and ELD standards in all grade levels using the district adopted materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Curriculum

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis placed on English Learners and SED students

Strategy/Activity

Offer AVID electives (2) will be available for grades 6-8 to promote college readiness and implementation of AVID strategies: binder checks, Cornell Notes and WICOR Strategies. AVID Tutors will support AVID strategies in the elective classes. Field trips (virtual) or in person if permitted to local colleges and universities will support college readiness and create a college atmosphere on campus. (Fieldtrips-As permitted by current COVID-19 Guideline)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Materials and Supplies - Cost of binders and
AVID Supplies

District Funded

AVID Tutors

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Grades 3-8 will use interim Assessment Blocks (IABs) from CAASPP website to support ELA and Math standards and monitor progress toward reaching CCST and CASSPP.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Teacher extra hours - data analysis and collaboration on CAASPP. CAASPP Boot camp before test administration based on areas of need.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide print materials and supplemental curricular materials to support and enrich core language arts and math instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2803

LCFF
5000-5999: Services And Other Operating Expenditures
Maintenance Agreements--laminator, duplo, copy machines

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will meet during PLC every other Tuesday to monitor student progress and develop appropriate action plans for instruction for English Learners and review ELD Curriculum to enhance ELD and attend professional development to enhance ELD strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

251

Title III

1000-1999: Certificated Personnel Salaries
CABE Conference - Teacher professional
development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hire three Instructional Support Providers to support/provide with interventions to 2nd-8th grade reading, Math and ELD based on STAR 360 data results and teacher input. One ISP to work with 2-3th to teach PE, while the teachers provide Tier 2 Interventions to small groups of students in ELA and Math. One ISP to work with 4th and 5th to Teach PE for 4th and 5th Grade, while the teachers provides Tier II interventions to small groups of students and to Provide Tier II interventions to DLI Students in ELD. 3. One ISP to work with 6th, 7th and 8th Grade LTELs and Els/DLI students to provide small group interventions and After school Homework and tutoring support for student in ELA, Math, and ELD.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

29181

Title III
1000-1999: Certificated Personnel Salaries
Instructional Support Provider (6-8)- Intervention
support in classrooms

29181

Title I
2000-2999: Classified Personnel Salaries
Instructional Support Provider (2-3)- Intervention
support in classrooms

29181

Title I
1000-1999: Certificated Personnel Salaries
Instructional Support Provider (4-5)- Intervention
support in classrooms

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide student learning materials and supplies to ensure all students are prepared, ready to learn and engaged everyday and to ensure equity and equal access to their education. and expand library and reading materials for students - culturally relevant and student interest.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
45300	LCFF 4000-4999: Books And Supplies Materials and Supplies
20588	LCFF 4000-4999: Books And Supplies Warehouse Charges
4160	LCFF - Intervention 4000-4999: Books And Supplies Books other than textbooks
982	Title I 4000-4999: Books And Supplies Book other than textbooks
5000	LCFF 5000-5999: Services And Other Operating Expenditures Publications - Graphics for School
	District Funded 2000-2999: Classified Personnel Salaries School Librarian
3000	LCFF 2000-2999: Classified Personnel Salaries Clerical O.T.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goals pertains to all students with a focus on English Learners and Migrant Students

Strategy/Activity

Provide training and instructional materials to support the 50/50 DLI program implementation and Middle School DLI Classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Professional development and Curriculum DLI Unit Resources

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ongoing student progress monitoring in ELA and Math will include LLI, ST Math, Lexia, STAR 360, AR, and curriculum-based assessments. CBMs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Lexia - Differentiated literacy instruction
	District Funded AR - Monitor independent reading practice
	District Funded Curriculum
	District Funded STAR 360
	District Funded LLI Program
	District Funded ST Math
	District Funded

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but includes the following special population groups: English Learners, Migrant, SED, Foster, Homeless, and African- American.

Strategy/Activity

School tutoring including support for Long Term English Learner (LTEL) students, homeless, African American and foster-youth. Students at-risk of not meeting standards will have high priority for the After School Program assistance and extended breaks to address learning loss during/after the COVID-19 Pandemic.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ASES After School Program
13379	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help - After School Tutoring
19425	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help-After School Tutoring
19456	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic instruction during extended breaks from school like Winter break
9228	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - After School Tutoring See Activity

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional development opportunities for all teachers in ELA, Math, ELD, DLI to fully implement the curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Professional development opportunities for teachers

[Empty box for Amount(s)]

Curriculum - See Strategy/Activity #1

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant Students in grade 4-8.

Strategy/Activity

Ensure and monitor designated English Language Development is provide daily for English Learner students through classroom walk-troughs, schedules and progress monitoring Admin/teacher ongoing meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

LLI Program Implementation to support EL students in reading - See Strategy/Activity# 6

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

STAR 360 ELA and Math assessments will be administered four times per year to monitor student growth toward benchmark. Teachers and administrators will analyze the data for growth following each administration during PLCs every other Tuesday to plan instruction, interventions and monitor progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded STAR 360 assessments

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site and District Technology Team will support implementation of management system (Canvas) and various learning applications to support a technology-based classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded LMS-Canvas
	District Funded 2000-2999: Classified Personnel Salaries District provided Tech Support
9037	LCFF 4000-4999: Books And Supplies Headphones
2208	LCFF 4000-4999: Books And Supplies Keyboards

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in DLI classrooms-Focus on English Learners, Migrant students, and SED students.

Strategy/Activity

Provide DLI Classrooms with class library books to support reading in Spanish and improve oracy and literacy skills-Including Intervention

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	District Funded Renaissance AR Program
4000	LCFF 4000-4999: Books And Supplies Books other than Textbooks - Spanish Books - culturally relevant, higher level reading, and more options for students

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students - emphasis on Special Education and English Learners

Strategy/Activity

Technology online subscriptions, licenses and applications will be use to support state standards, intervention programs, enrichment activities and strand focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Applications/software and licenses - See Goal 1 Strategy/Activity #8
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Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers professional development opportunities to support site strand focus, content areas, and Positive Behavior Intervention Supports (PBIS/CHAMPS),

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
Conference registration

District Funded

Professional Development - After School Opportunities - CCSS

CABE Conference - See Strategy #5

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional Learning Communities (PLC) will review ELA, Math and ELD performance to plan for data driven instruction, plan interventions focus on First Instruction and Tier I Interventions during PLC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Teacher Collaboration - See Activity #11

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hire three Instructional Assistants to support students, (two 8hour) in grades Kinder- 2nd with foundational skills in ELA, Math, and ELD and one school funded to support LTELs win Grade 6-8.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

21410

District Funded

2 Instructional Assistants for K-2 classes.

LCFF - Intervention

2000-2999: Classified Personnel Salaries
Instructional Assistant in Grades 6-8

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis on English Learners and Migrant students

Strategy/Activity

Dual Language Immersion Teachers will collaborate to implement district adopted curriculum for Spanish and English language instruction . Teachers will review, plan and map out units, attend Biliteracy professional development, and be supported though DLI Walkthroughs and "look-fors" in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis for student GATE, Foster, Homeless, SED, and English Learners

Strategy/Activity

Provide ongoing incentives for academics and behavior to recognize student achievement and engagement through the PBIS Cougar Student Incentives Program/Student Store.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
4000-4999: Books And Supplies
Materials and Supplies - Incentives - See
Strategy #7

District Funded

ORC and School Counselor

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide after school clubs for students to participate in strand focus activities in both K-5 and Middle School grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Teacher Extra Hours - See Activity #11

3000

LCFF
5000-5999: Services And Other Operating
Expenditures
Service, Entrance fees - Robotics competition
and Field Trip admission fees

Materials and Supplies for Clubs - See Activity #7

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students-emphasis and ELS and Special Education

Strategy/Activity

Progress monitoring via MTSS, SST, CST - Tier I and Tier II interventions, SMART Goals and Hold IEP to meetings.

Proposed Expenditures for this Strategy/Activity

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

	Teacher Extra Help - See Activity #11
12160	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitute /Floaters
8512	LCFF 1000-1999: Certificated Personnel Salaries Teacher substitute/Floaters

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Kinder and First grades will administer and analyze foundational skills progress with the STAR 360 and CBM for ELA and Math. (Use CBM in 2-5 as needed to monitor interventions and progress)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

ELA Middle School and K-5 teachers will receive ongoing Professional Development opportunities during collaboration time to monitor students Accelerated Reader goals and growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

AR Incentives program - See Activity #7

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will receive professional development for ELD curriculum and implementation. Content area teachers will receive professional development in Math, Science and Social Studies for English Language Development.(including PD on English 3D)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis placed on English Learners and SED students

Strategy/Activity

Professional development for AVID teachers and administration and other professional development opportunities to support student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
AVID Summer Institute - 3 employees (2 Teachers and 1 Admin)

[Empty box for Amount(s)]

Travel and Conference - See Strategy #19

Strategy/Activity 28

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

ELPAC and CAASPP Boot camp for English Learners. Boot camps are one to two week long intensive academic groups for students to be able to prepare for assessments while having resources (teachers) available to guide their study habits and standards mastery.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Teacher Extra Help - See Activity #11

[Empty box for Amount(s)]

Materials and Supplies - Boot camp - See Activity #7

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Conduct Student Reclassification Conferences with students in (5-8) after each progress monitoring period to ensure students understand the reclassification process and importance of reclassification in Middle school and before high school. Provide recognition to students who have met reclassification criteria.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Materials and Supplies - Recognition Night for Reclassification See Activity #8

Strategy/Activity 30

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Curricular fieldtrips and accompanying resources to support the core instructional program - can be adjusted to provide virtual trips and resources that would mimic curricular trip opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
Service, Entrance Fees - Field Trips (Virtual - See Goal 1, Activity 19

Strategy/Activity 31

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Literacy Teacher to provide reading intervention using the LLI program - (K-5 Grades)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Literacy Teacher

Strategy/Activity 32

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students- Emphasis GATE

Strategy/Activity

Participation in Robotics Team competitions for various grades to challenge them to innovate and come up with solutions. Team will compete in various competitions including First Lego League where they program an autonomous robot and look to solve a real-world problem that they have identified.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Teacher Extra Help and Materials - See Goal 1
Activity #8 and #11

Strategy/Activity 33

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Reading, Math, Technology and New Report Cards family nights for students and parents to gain strategies for foundation skills and understand the new report card - can be virtual or in-person depending on health and district COVID-19 guidelines.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

--

Teacher Extra Help - See Activity #11

--

Materials and Supplies - See Activity #8
--

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

More focus and dedication is needed on the CCSS curriculum and best first instruction. The 2020–21 school year presented a unique set of opportunities and challenges due to the disruption to instruction in spring 2021 and as well as the uncertainty associated with what the “return to in person school instruction. The data before and during Distance Learning showed our students' reading range between 1/4th and 1/3rd on grade level, which is an indication that we need to reassess this school year how we are instructing our students back for in person instruction and what they are being asked to do. As well as meeting the needs of our students in Intendent studies. A strong focus and emphasis on first instruction is needed in each grade to ensure the standards are being taught in a clear and intentional method. Most critically, the post pandemic times have further illuminated the importance of differentiation and Tier and Tier Instruction in all grades. Rich, engaging instruction at grade level is critical to student mastery and engagement. The importance of vertical planning and grade level collaboration in Math would create consistency across the board and build on concepts as students move through each grade level and standard. Teachers need to focus on Priority Standards in ELA and Math to ensure equitable instruction that support all students. Socio Emotional Learning needs to be a priority in ensuring students can focus on the learning. Based on prior CAASPP and STAR 360 data results, Reading, specifically, Reading Comprehension, needs to be an emphasis. Real-life application and open-ended questions and problems will allow for deeper understanding and connection to the standard.

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

Last year, the greatest difference in the intent of the goal and the actual implementation was in the disruption and learning loss experienced due to the pandemic. Many of the actions that would have been actualized were to occur in the Spring and therefore data and actions were incomplete. With uncertainty as to models of learning (Distance and Hybrid) and the numbers of students who return for In-Person learning, it was difficult to address both areas, as there are many unknowns. Many of the intended implementation and the budgeted expenditures will depend on the model of school this current school year whether in person or on independent studies,, health regulations and guidelines, and working with students virtually.

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

Many of the changes to the goals and strategies for this goal relate to the disruptions caused by COVID-19 pandemic and the learning loss and opportunities that occurred for most students. Changes to the outcomes were made in accordance to specific data analysis of each metric indicators. STAR 360 in both ELA and Math will look at student proficiency levels at the beginning of the year and end of the year. This will allow for constant analysis of growth and show academic progress in the given school year. The overall metric of English Learners remained relatively the same, but the outcome changed based on the lack of data from the 2019-2020 and 2020-2021 school years and opportunities to take the ELPAC and reclassify. Tier 1 and Tier 2 interventions were placed in the strategies to address the need for more intervention for our students to address gaps in reading and math. Intervention specialists were hire to help with reading and work with long term English learners. Another ISP will help with Math in upper grades. Paraeducators were hired to help with primary grades and allow for more differentiation and small groups or on a one to one basis.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	The CA Dashboard does not have data for the 2020-2021 school year. The suspension rate for 2018-2019 was 4.9%	Suspension rates will decrease to 3.0% or lower.
Attendance Data	The CA Dashboard does not have data for the 2020-2021 school year. Attendance data for 2018-2019 shows a needed area of growth. 9% of students or 64 students had chronic absenteeism.	The number of students with chronic absenteeism will decrease by 4% to 7%.
Panorama SEL Survey	The Panorama SEL Survey from Fall 2021 is used to calculate school climate and student well-being. The following indicators were reported 72% of students in the 3rd-5th grade feel a sense of belonging at school.	The percentage of students will increase in feeling a sense of belonging: 3rd-5th grade - 10% 6th-8th grade - 16%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	44% of students in the 6th-8th grade feel a sense of belonging at school.	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site counselor will assist parents and students in crisis and trauma. Support teachers with SEL lessons and student behavior with conflict resolution strategies, social skills groups.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The PBIS Committee will evaluate and refine the MTSS Pyramid, provide recommendations and supports to teachers for students' classroom behavior needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The safety committee will review and update the Safety Plan. Conduct monthly safety drills to prepare staff and students for emergency situations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide professional development and support to all staff in PBIS/CHAMPS to ensure students receive positive behavior support. All staff working with students with special needs will receive NCPI training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

NCPI Professional development

District Funded

PBIS - Professional Development Workshops

200

LCFF

2000-2999: Classified Personnel Salaries
Instructional Assistants Extra Hours

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students - emphasis for Homeless and English Learners

Strategy/Activity

Attendance incentives to encourage daily attendance and reduce tardiness. Emphasis placed on attendance and chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1470

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Materials and Supplies - Incentives See Goal 1
Strategy #11

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Employ Campus Assistants to monitor safety on campus , including all buildings, and reduce student tardiness throughout entire school day & hire an additional Limited Term campus assistant to provide additional students supervision at lunch and recess times and during passing periods in grades 6-8.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
7 Campus Supervisors

22213

LCFF

2000-2999: Classified Personnel Salaries
Campus Supervisor Extra support

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but emphasis placed on special population groups to ensure we are meeting their needs in relation to school support.

Strategy/Activity

Student discipline data will be monitored with the PBIS Team and during grade level meetings to plan and provide student intervention and supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No addiitonal cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

CST and SST Team will meet often to discuss student needs based on teacher referrals. Teacher will be trained on SMART goals and data collection for intervention. Strategies will be developed and implemented in the classroom as part of First Instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ORC - See Goal 1 Activity #24

	Counselor - See Goal 2 Activity #1
	Teacher Substitute/Floater - See Goal 1 Activity #11

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct survey with students and staff regarding CHAMPS and PBIS. Feedback will be used to guide the committees in developing an action plan for the 2021-2022 school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor will provide counseling services individually and in small groups. Counseling services will be referred to community agencies at the discretion of the site counselor.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Counselor- See Goal 2 Activity #1

Materials and Supplies - See Activity #6

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All special population groups, including students with IEPs transitioning to Middle School and High School

Strategy/Activity

Ensure Middle School 8th grade students successful transition to high school with transition meetings between the high school district and the 8th grade teachers as well as 6th grade students transitioning to middle school setting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See Goal 1, Activity #11

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold end of trimester awards assemblies to recognize students who achieve academic and behavior goals as well as display school core values in the classroom. (Can be virtual due to current COVID-19 guidelines)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Materials and Supplies - See Goal 1 - Activity #24

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will receive disaster preparedness training on Seizures, EpiPen, Health needs, mandated reporter and COVID-19 guidelines. Monthly drills will occur for staff and students to train for a emergency situations including the California Shake Out, Fire and Lock Down Drills as well as practice of Healthy guidelines and reporting during Pandemic.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

ASB class offered for 7th-8th Grade students to participate in developing leadership skills. These student leadership groups will participate in activities to promote awareness of tobacco usage, drugs and alcohol, and promote school spirit on campus. They will plan Red Ribbon Week activities for grades K-8. *Due to COVID-19 Pandemic - mixing of grades was not allowed for classes, therefore 7th/8th graders will be in ASB and work with grade levels to support needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue refinement of PBIS/CHAMPS implementation campus wide. The PBIS Team will meet monthly to discuss next steps for campus wide implementation and teacher requests for behavior support. Seek PBIS recognition for 2021-2022 PBIS implementation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Materials and Supplies - Goal 1 - Action #8 and #24

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students in grades 3-8 to complete Panorama in addition to school activities survey about school yard activities that they would like to have in place at school. School will provide opportunities for students to participate in lunch time activities for various grades organized by ORC and School Counselor.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Materials and Supplies - See Goal 1, Activity #7

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers and School Counselor to provide SEL lesson to address student socio emotional needs during the morning check-in for K-5 and Advisory for Middle School. Use research-based programs and assemblies that tie into the social-emotional well-being of students to create a learning environment that is safe, drug-free and conducive to learning. These assemblies can happen virtually or in-person depending on county and district health guidelines.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Services, Entrance Fees, Operations - See Goal 1, Activity #8

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ensure confidentiality of documents and sensitive student information through shredding services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

300

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
Services, Entrance Fees, Operations -

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

The overall effectiveness of this goal was difficult to measure based on the specific metrics, due to school closures and distance learning situation. There was no California Dashboard data on suspension rates last school year, and we were unable to administer fully the Panorama Survey with all students for the 2020-2021 school year. The goals remain the same for this year but emphasis on improving in person attendance following COVID-19 guidelines will be one emphasis. The school will need to adjust and modify the implementation of PBIS/CHAMPS initiatives in the classroom to meet the needs of students as they came back for in person learning. Suspension rates and school safety all tie into a need to improve on a positive school culture. Also the need to offer students multiple opportunities to engage socially with other students while observing COVID-19 safety guidelines, with a greatest emphasis placed on school connectedness, and the students' social/emotional well-being needs due to the current health crisis and pandemic; which has restricted access with in-person connectedness while students returned to in person instruction.

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

The major discrepancy between the intended implementation and the budgeted expenditures was the ability to hire campus supervisors to help monitor the campus throughout the day and improve school safety and culture. The allotted amount was \$16000, but the process has been delayed due to availability of candidates and extra hours/persons were not able to begin working until after January 2022. Planned assemblies for the spring and end of year promotion, which had to be modified due to the ongoing current COVID-19 pandemic.

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

Based on the limited student data from this past year, it was difficult to measure improvements and needs for this upcoming year as students have been adjusting to a new learning environment since the March 2020 start of the epidemic and the hybrid and in person model last school year 2020-2021. Many of the strategies and activities will be in place this current school year in addition to an emphasis on providing the supports for the socio emotional needs of students. We will need to be modify our instructional and intentional approach to instruction and/or adjusted to meet the needs of all students as they adjust to in person learning and COVID-19 guidelines, as well as for those who have opted for independent studies. The school will continue to explore intentional ways to increase school connectivity for all students whether they are in person instruction or independent studies.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children
 To increase volunteer opportunities so parents can assist in the classroom and on campus

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Parent Needs Survey	2020-2021 will be the baseline for this data as the Needs survey was unable to be completed due to COVID-19 Pandemic and school closures.	2020-2021 will be the baseline for this data.
Average attendance at ELAC Meetings	An average of 25 to 30 parents attended ELAC Meetings.	Attendance will increase by 15% at ELAC Meetings this year.
Coffee with the Principal	An average of 20 people attended Coffee with the Principal	Attendance will increase by 15% at Coffee with the Principal this year.
Parent attendance at Back to School Night	575 of parents attended Virtual Back to School Night	Attendance will increase by 10% for Back to School Nights

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school site will provide parent informational meetings/videos including: My Body Belongs to Me, Loving Solutions, Project 2 Inspire, and Technology/ Internet Safety - including LMS Canvas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ORC - See Goal 1 Activity #24
	Counselor - See Goal 2 Activity #1
	Materials and Supplies - See Goal 1 Activity #1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Host parents (when it is allowable under COVID-19 guidelines) for culturally relevant events, Reading and Math nights, AVID Parent Night, High School Transition 8th grade parent meeting, technology safety training, Talent Show, and Winter Program. (Events maybe virtual)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Materials & Supplies See Goal 1, Activity #7

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Welcome Back Information Webinars and Informational Back to School virtual Webinar(s) will be held this school year - due to COVID-19, as opposed to meet and greet parent meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent Orientation for incoming Kinder students and 5th grade students transitioning to middle school. Parents learn about student expectations and parent involvement opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Update Parent - Student Compact and Parent Involvement Policy. Share documents with all parent committees and stakeholders from the community at start of school year and update for new school year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrants

Strategy/Activity

Parents will be invited to Fall Parent Conferences for all students. Spring Parent Conferences will be held for students at-risk of not meeting grade level standards. Provide Translators for parents of EL students for meetings as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1340

Title III
2000-2999: Classified Personnel Salaries
Classified translators

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

ORC will coordinate community resources to distribute to families during this school year, in lieu of community fair, that is typically held during Back to School Night.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ORC - See Goal 1 Activity #24

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hold three Title I Meetings to discuss the purpose of Title I funding and how it is used to close the achievement gap for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide parent involvement opportunities via committee meetings: SSC, PTA and ELAC. Coffee with Principal (via Zoom or other Platforms due to COVID-19 Pandemic).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Materials and Supplies - Refreshments for ELAC - See Goal 1, Activity #7

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Focused on English Learners and Migrant students

Strategy/Activity

Hold monthly ELAC meetings to provide training and present information related to English Language Learners, LTELs for parent to discuss and support their children at home

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Materials and Supplies - See Goal, 1 Activity #7

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School counselor will provide parent workshops for high school transition supporting A-G Requirements. (including 5th Grade students transitioning to middle school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Counselor - See Goal 2 Activity #1

Material and Supplies - See Goal 2 Activity #11

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education students

Strategy/Activity

Encourage parents to participate in the IEP process for students with special needs by scheduling meetings at the times when parents can attend and providing options of in-person or virtual.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Teacher Substitutes/Floaters - See Goal 1 Activity #8

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parents will provide feedback on the academic programs and English Learner needs via the Panorama School Survey, and EL Parent Needs Assessment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Panorama Survey

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage parents to participate in Student Success Team meetings to discuss strategies for students academic and social emotional concerns by scheduling meetings when parents can attend a proving the options of in-person and virtual meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

ORC - See Goal 1 Activity #24

[Empty box for Amount(s)]

Substitute floaters-See Goal 2 Activity #9

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage parents to attend monthly Coffee with the Principal meetings to discuss academic programs, safety, community resources and strand focus by scheduling meetings at times when parent can attend, proving information in advance and providing both written and oral notification via Parent Connect, Twitter, School Website and Canvas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

ORC - See Goal 1 Activity #24

[Empty box for Amount(s)]

Counselor - See Goal 2 Activity #1

[Empty box for Amount(s)]

Material and Supplies - Goal 3 Activity #2

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant students

Strategy/Activity

Encourage parents to attend ELD Reclassification Meetings in the Fall and Spring to celebrate student success. (maybe virtual due to current COVID-19 guidelines)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Materials And Supplies - See Goal 1 Activity #7

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

High school counselors will come to register 8th grade students for high school. Parents will receive information to attend high school transition meetings and orientations. (Including support with Placement Test)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Parents were provided meaningful opportunities to participate in their students' growth virtually due to current pandemic. Parents attended various school events such as Parent/Teacher conferences and Welcome Back events/orientations. School meetings times were adjusted to meet the needs of families and the numbers increased from previous years (Coffee with the Principal and ELAC). ELAC numbers from 19-20 averaged 15 parents. In 20-21 it was 28 to 45. Though the numbers did increase, the meetings typically consist of the same participants so more outreach is needed to garner a more diverse group of parents at the various meetings. There is a need to explore more volunteer opportunities on campus to have parents participate in the academic portion of their child's growth and create a community feeling around campus. Parent participation tends to increase for in person meetings, but due to pandemic, all meetings and even opportunities are virtual.

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

More expenditures need to be budgeted for parents to participate in the IEP process for students with special needs and SST process for students who are being monitored to see academic growth. Due to COVID-19, the budget expenditures for this year may not actually equal the amounts of last year as the process for gathering the IEP team has been different in a virtual setting as opposed to in-person teaching. Nevertheless, parents will be offered the opportunity to attend in person IEP and SST meetings following all safety protocols.

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

There are no changes to the goal itself this year. Some actions will need to be modified due to the current COVID-19 health guidelines. Kinder Orientation, Back To School Night, and Parent conferences were all modified to a virtual setting or whenever possible held in open air spaces. Coffee with the Principal (Action 14) and ELAC meetings are online and times were adjusted to work for families to participate and be provided with strategies to help their students at home. The data will be difficult to compare from last year as many of the meetings continue to be in a virtual setting. Data will be compared from the previous year with the understanding that the reliability is not completely accurate or a fair assessment of parent involvement metrics from previous years.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$130,929.00
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	\$326,965.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$90,929.00
Title III	\$40,000.00

Subtotal of additional federal funds included for this school: \$130,929.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$150,617.00
LCFF - Intervention	\$45,419.00

Subtotal of state or local funds included for this school: \$196,036.00

Total of federal, state, and/or local funds for this school: \$326,965.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	90,929.00	0.00
Title III	40,000.00	0.00
LCFF - Intervention	45,419.00	0.00
LCFF	150,617.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	150,617.00
LCFF - Intervention	45,419.00
Title I	90,929.00
Title III	40,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	27,968.00
2000-2999: Classified Personnel Salaries	LCFF	25,413.00
4000-4999: Books And Supplies	LCFF	81,133.00
5000-5999: Services And Other Operating Expenditures	LCFF	16,103.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	16,379.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	21,410.00
4000-4999: Books And Supplies	LCFF - Intervention	7,630.00
1000-1999: Certificated Personnel Salaries	Title I	60,766.00
2000-2999: Classified Personnel Salaries	Title I	29,181.00

4000-4999: Books And Supplies	Title I	982.00
1000-1999: Certificated Personnel Salaries	Title III	38,660.00
2000-2999: Classified Personnel Salaries	Title III	1,340.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	301,442.00
Goal 2	24,183.00
Goal 3	1,340.00

School Site Council Membership

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

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

Name of Members	Role
Pablo Ordaz	Principal
Suzanne Meckstroth	Classroom Teacher
Ann Marie Newman	Classroom Teacher
Rochalle Ford	Classroom Teacher
Tony Naranjo	Other School Staff
Mariana Coronado	Parent or Community Member
Jacqueline Carmona	Parent or Community Member
Anabel Gonzalez	Parent or Community Member
Olga Lopez	Parent or Community Member
Rogelia Ruvalcaba	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10-25-21.

Attested:

	Principal, Pablo Ordaz on 10/25/21
	SSC Chairperson, Jacqueline Carmona on 10/25/21

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

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

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

Annual Review

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

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

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

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
James Driffill Elementary School	56725386055271	October 19, 2021	November 17, 2021

Purpose and Description

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

Schoolwide Program

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

Driffill school consistently and diligently works to improve our student achievement despite the challenges of a pandemic. We critically examine and determine what actions and areas need further development in order to enable all students to achieve greater success. Given the creation of the OSD profile, Driffill has had the opportunity to analyze past priorities and align expectations to ensure all students achieve success. Our previous successes at Driffill have been addressing the academic, social, and emotional needs of students aligning with the OSD Student Profile Trait, "Students will be confident and solution-oriented; able to demonstrate a growth mindset and advocate for themselves and others." Additionally, our Dual Language Immersion Program (DLI) and our Autism Program support our students to become compassionate, multilingual, multicultural, and global thinkers.

As in previous years, we continue to integrate the Common Core State Standards (CCSS) for Language Arts and Math, however with an emphasis on acceleration to prioritize learning leaps. As we continue to analyze the areas of teaching, learning, interventions, professional development, parent involvement, and the after-school program, a Tier 1 instructional focus continues to prioritize student-centered learning, collaborative engagement structures, and rigor through an inquiry-based integrated literacy model grounded in grade-level content standards and California standardized assessment performance expectations.

The instructional leadership team supports quality-content instruction through professional learning opportunities, PLCs, grade-level collaboration, and professional peer support. Additionally, the team ensures quality instructional implementation with classroom walk-throughs, learning walks, and student-monitoring conferences with grade-level teachers once each trimester.

Driffill School staff consists of 58 highly qualified certificated staff members. A thorough examination of our goals at Driffill School has led to the highly focused and motivated professional development of our staff. Training in the areas of Language Arts, Math, ELD, AVID, the Growth Mindset, Science, and Dual Language Immersion (DLI), has further empowered our staff to become as precise and effective as possible when creating culturally responsive learning opportunities to ensure all students simultaneously develop and demonstrate the traits of the Oxnard School District Student Profile.
9/28/2021

Driffill continues to strengthen our Professional Learning Communities (PLC) to improve Quality Tier 1 instruction, by using multiple measures of formal and informal student data to guide Tier 1 teaching and learning objectives. During PLCs, DLI, grade-Level, and vertical and content teams use student data and prioritized state standards to determine a Cycle of Inquiry focus.

The faculty has committed to monthly assessments in order to rapidly monitor and analyze student needs based on data from interim assessments from Renaissance STAR 360 Reading and Math, IAB assessments from CAASPP, StMath, and Lexia as well as Panorama. Teachers share grade-level data to plan lessons, break down state standards, and identify instructional strategies, in order to determine student-centered goals both academic and social-emotional.

In addition, data allows teachers to plan for differentiated and rigorous instruction in Tier 1 to increase student achievement. To further improve student achievement, Intervention Services Providers (ISP) and the Literacy Intervention Teacher, will directly serve students in grades TK-8 to support instruction in Language Arts. AVID tutors in the middle school setting help support the college and career-ready mindset.

The acquisition of academic English language skills continues to be an important goal for Driffill School students, especially for our English Language Learners (ELLs). Tier 1 programs such as DLI, Designated ELD, and Integrated ELD are specifically designed to help students develop and master academic English Language Skills. To identify the areas of challenge English Learners are facing, we review the English Language Proficiency Assessment (ELPAC) along with other assessments; teachers deliver focused lessons that support students' progress toward reclassification and or Meeting/Exceeding State Standards in English Language Arts. Middle school English Learner students receive one period of designated ELD.

Given clearance, our model for enrichment activities will resume. Traditionally during onsite instruction, after-school enrichment activities have included: Mad Science, Art Trek, Hip Hop Mindset, Gardening club, 5K community races, music, sports, and other community-sponsored events. This year enrichment opportunities will continue to be offered to students/families virtually and in-person during the school day and after school including Leadership Opportunities, Careers, AVID, Robotics, Gardening Club, Math Club, Athletic Mindset. The after-school program has resumed in person and offers extracurricular opportunities while providing a safe and nurturing environment to socialize and connect with positive role models.

Both during the regular school day as an elective, as well as an after-school club, Driffill adheres to the AVID philosophy that all students can succeed in the most rigorous curriculum. 95% of Driffill's Middle School teachers are AVID trained ensuring the fidelity of implementation of AVID strategies creating the mindset that all students will be college and career ready upon graduation. Driffill continues to train and support all staff in AVID strategies and is moving towards the implementation of the AVID program in grades TK-5. AVID school-wide will help our students to solidify twenty-first-century learning skills to further develop a growth mindset ensuring our students will be confident, compassionate, multicultural, global thinkers, and contributing citizens.

Family involvement and communication with teachers, administrative team, and support staff is a key element for the continued academic success at Driffill School. Student progress is communicated to parents through various platforms such as Parent Connect, conferences, and regular ongoing communication with teachers and administration. Additionally, teachers regularly communicate with families by phone, written notes, email, CANVAS, Google Classroom, Class Dojo, Remind 101, and Peachjar.

Teachers use standards-based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Driffill staff also presents parent education nights in the content areas of Language Arts, Math, and Learning Management Systems (LMS) i.e. Canvas and Google Classroom, to help parents support their students' success. Driffill teachers and support staff host transition presentations and parent orientations for students entering TK/Kinder and sixth, seventh, and 8th grade as well as conduct High School Transition Meetings for all outgoing 8th-grade students. The Principal communicates with parents via ParentLink, with regular calls to all parents most Sundays at 6 pm. Weekly digital bulletins are pushed out to parents via Canvas, Class Dojo, and Peachjar as well as being uploaded to our School Websites and social media accounts. Regular updates are made to Driffill's web page and social media accounts, with pictures of school activities, meeting information, and our school site calendar. To maintain the safety and comfort levels of all stakeholders, Driffill is continuing to offer virtual and in-person opportunities for families to participate in educational workshops throughout the school year. Parents are welcomed to Driffill School through a variety of general parent meetings, monthly ELAC, Café Con Padres, School Site Council, parent nights, and individual classroom parent meetings/programs. Other supports to parents include home visits and outreach to connect families

to community-based services. Our school counselor and Outreach Consultant (ORC) conduct home visits and schedule parenting classes. Parenting classes are offered in English and in Spanish to further encourage parents' participation in the education of their children and to support positive interaction with their children.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

At Driffill, site administrators engage in learning walks on a daily basis. Formal observations take place two to three times a year as identified by the district and are accompanied by multiple informal observations to ensure Quality Tier 1 instruction. The analysis of the classroom observations suggests the need to support and improve intentional, quality Tier 1 instruction with a focus on depth of learning with collaborative structures. The data collected thus far through observations have reinforced the adoption of school-wide instructional goals of building student-centered learning experiences, implementing collaborative engagement structures, and delivering standards-based rigorous lessons both driven through academic and language needs.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

On-going district and teacher lead training is provided for teachers to support the interpretation of State and district assessments such as CAASP, ELPAC, STAR 360 reading and math assessments, chapter and unit Math and Language Arts tests. During PLCs, as well as informal teacher meetings, student data is looked at regularly to determine student needs and drive instruction.

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

Through the use of STAR 360, Lexia, StMath, IABs, ELPAC, and IO our student data collection is reviewed at PLCs and progress monitoring sessions, to monitor, drive, adjust, and modify instruction to meet the needs of all Drifill students. Given pandemic related school closures, our site does not have the previous year's CAASPP data this school year.

Teachers use data to differentiate and provide extra support in the Tier 1 setting for the students not making adequate progress. If Tier 2 intervention is needed, based on the data, a student is given opportunity for tutoring or other appropriate services.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

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

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

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

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

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

Through our Professional Learning Communities (PLC's), teachers collaborate weekly to discuss lesson planning, instructional practices, student progress, and review formative and summative assessments. Grade level ebinders are maintained to record data, on-going conversations, monitor student growth and make instructional decisions regarding the most effective ways to meet standards.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of data driven instructional strategies to be intentionally implemented during Tier 1 instruction. State adopted and approved curricular materials support Quality Differentiated Tier 1 instruction.

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

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

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

Driffill School has a MultiTiered System of Support (MTSS) model that documents the program and materials that are available to use as the core program. At the foundation of the pyramid, teachers are provided professional development in cultural proficiency, growth mindset, teaching BEST practices, and standard-based instruction. If a student is not successful after Tier I instruction, the teacher provides additional support within a small group in the class. After data analysis, if the student is still not meeting grade-level standards, he/she is referred to a CST or SST and following the MTSS procedures actions such as services of the Reading Specialist, after/before school tutoring, counseling services, and/or Intervention Specialist is prescribed. Additional steps may include further assessments if adequate progress is not made (i.e. special education).

Evidence-based educational practices to raise student achievement

Driffill has established a practice of only using research-based materials for Tier 1, Tier 2, and Tier 3 instruction. Teachers have a clear focus for each lesson, effectively communicate the focus to the students and provide opportunities for student engagement. Driffill has implemented the AVID and Data-driven PLC philosophies which include active participation and engagement, critical reading skills, collaboration, and the ability to communicate for a variety of purposes and to a variety of audiences. Teachers incorporate the AVID WICOR strategy which encompasses writing, inquiry, collaboration, organization, and reading skills.

Parental Engagement

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

Parent Education and parent involvement continues to be a focus this year. We are committed to enhancing the collaboration and partnership with parents. We have regularly scheduled ELAC, Title I/Cafe Con Padres and School Site Council Meetings. Virtual celebrations are made available for parents to participate in in-class celebrations.

This year we hope to provide more parent education: Saturday Conferences/Workshops, AVID Training, A-G requirements, motivational speakers, health and wellness topics, grade level meetings, Outreach and Counselor workshops addressing parenting skills, and other topics will be covered as needs develop. It is our goal to develop a Growth Mindset with our parents.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

All parents, teachers and community groups are included in the input, discussion, decision and implementation of the School Plan and Budget. The Parent Compact and the Parent Engagement Policy are also reviewed, revised and implemented on a yearly basis.

Funding

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

Driffill is a School-Wide Title I Program using all categorical funds as needed to meet the needs of all students as delineated by the SPSA and Budget. Title I funds are used to improve instructional practices such as providing quality Tier I instruction through professional development, collaboration, PLC's and peer mentoring. Progress monitoring takes place with all grade levels to ensure that instruction is student-centered and data-driven. Instructional and professional materials are provided for professional growth and to support their practice and differentiated instruction.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Together, School Leadership, staff, and ELAC review and provide input on the SPSA to the school Site Council, which approves annually. The School Site Council then meets monthly to monitor the goals and actions. Any changes to the SPSA are presented to all stakeholders for their recommendations and re-submissions to the School Site Council for any changes and final approval.

Resource Inequities

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

The 2020-21 reduction in categorical funding has forced Driffill School to eliminate or reduce hours for the following services and personnel: elimination of one Reading Specialist, one media technician, one School Resource Officer, two classified office staff and reduced hours for campus supervisors and the Outreach Resource Specialist. These eliminations and reductions impact both the distance learning and in-person instructional services and supports that Driffill is able to provide our students, staff, and families.

In the current situation of distance learning, Driffill has identified a need for extensive technology equipment and supports for students, teachers, and families. Parents need support in the area of navigating basic technology functions to facilitate at-home learning for their students. Students need equipment that better facilitates learning at home including: wifi access, wireless mouse, headphones, and keyboards for iPads. Staff needs training in using Canvas, the new learning management system, and ancillary tech resources including Lexia, ST Math, and board adopted digital curriculum. The distance learning platform has also exacerbated struggles with meeting students' basic needs, and mental health and social-emotional health of students and families.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.17%	0.17%	0.1%	2	2	1
African American	0.09%	0.26%	0.4%	1	3	4
Asian	0.09%	0%	%	1	0	
Filipino	0.26%	0.52%	0.4%	3	6	5
Hispanic/Latino	97.69%	97.58%	97.5%	1,142	1,128	1,097
Pacific Islander	0.09%	0.09%	0.2%	1	1	2
White	1.2%	1.21%	1.2%	14	14	14
Multiple/No Response	0.43%	0.17%	0.2%	5	2	2
Total Enrollment				1,169	1,156	1,125

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	149	146	146
Grade 1	121	119	101
Grade 2	115	122	122
Grade 3	119	121	120
Grade 4	118	123	121
Grade 5	125	121	132
Grade 6	146	130	123
Grade 7	140	139	123
Grade 8	136	135	137
Total Enrollment	1,169	1,156	1,125

Conclusions based on this data:

Based on the analysis of student enrollment by grade level between 2018-2022, the total enrollment has decreased by eighty-six students. The current public health crisis has impacted our school community and our enrollment. One factor has been families moving out of the area due to the Pandemic or enrolling in another program such as independent studies. Nonetheless, we are still a TK-8th grade school that has a high Hispanic/Latino population. In addition to our 1039 students, we house 41 preschool students on campus, an increase from last school year. We allocate resources to each grade level to provide opportunities and services in order for each child to be successful in school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	644	619	631	55.1%	53.5%	56.1%
Fluent English Proficient (FEP)	289	307	272	24.7%	26.6%	24.2%
Reclassified Fluent English Proficient (RFEP)	94	106	43	14.2%	16.5%	6.9%

Conclusions based on this data:

Our data analyzed from CAASPP, STAR360, StMath, and Lexia as well as formative assessments in ELA and Math indicate that Drifill students need targeted, Integrated and Designated English Language Development (ELD) that is connected across content areas. They need sophisticated or more complex language structures, as well as grammatical and vocabulary development to be explicitly taught across all content areas and grade levels. Our RFEP students need continued monitoring and support in order to successfully meet grade-level standards. Due to the covid-19 related school shutdown since last March of 2020, students' ELPAC scores are not available. The 2021 ELPAC scores have yet to be released, to determine a precise analysis of student performance.

School and Student Performance Data

Star Early Literacy

James Driffill Elementary School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	96	13	14%	8	8%	4	4%	71	74%	690
Grade 1	95	15	16%	17	18%	12	13%	51	54%	739
Grade 2	86	36	42%	23	27%	14	16%	13	15%	740

Conclusions based on this data:

Based on the current Star Early Literacy data, it is evident that returning to in-person learning has greatly benefited our students. 75% of Driffill's Kinder students have tested Proficient. However 34% of first grade students have tested less than proficient whereas 69% second grade students have tested less than proficient. This data shows the impact of in-person instruction verse distance learning.

School and Student Performance Data

Star Reading

James Driffill Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	112	44	39%	17	15%	15	13%	36	32%	2.4	209
Grade 3	117	41	35%	16	14%	19	16%	41	35%	2.5	330
Grade 4	109	27	25%	21	19%	28	26%	33	30%	2.6	418
Grade 5	130	41	32%	34	26%	18	14%	37	28%	2.4	482
Grade 6	121	47	39%	33	27%	22	18%	19	16%	2.1	519
Grade 7	115	52	45%	25	22%	14	12%	24	21%	2.1	592
Grade 8	123	46	37%	40	33%	18	15%	19	15%	2.1	672

Conclusions based on this data:

Based on the Star data it is evident that a school wide goal is needed to target literacy across all content areas and grade levels. Intentional scaffolding, differentiated instruction, a variety of instructional strategies as well as on-going teacher professional development will support student literacy gains. Driffill recognizes the need to have a shared accountability across grade level and all content areas.

School and Student Performance Data

Star Math

James Driffill Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	94	10	11%	5	5%	11	12%	68	72%	3.4	393
Grade 2	115	41	36%	13	11%	22	19%	39	34%	2.5	434
Grade 3	116	31	27%	26	22%	18	16%	41	35%	2.6	524
Grade 4	109	32	29%	22	20%	11	10%	44	40%	2.6	589
Grade 5	130	40	31%	25	19%	14	11%	51	39%	2.6	632
Grade 6	123	33	27%	26	21%	22	18%	42	34%	2.6	677
Grade 7	119	36	30%	22	18%	20	17%	41	34%	2.6	703
Grade 8	127	29	23%	33	26%	22	17%	43	34%	2.6	730

Conclusions based on this data:

Based on the Star Math data, it is evident that a school wide goal is needed to target mathematics from 2nd-8th grade. Intentional scaffolding, differentiated instruction, a variety of instructional strategies as well as on-going teacher professional development and support from the Math Manager will support student gains. Driffill recognizes the need to have a shared accountability across grade levels.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts, Math and Science

LEA/LCAP Goal

All students will reach high academic standards in reading, mathematics and science.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	<p>We are using the baseline data from 2018-19 CAASPP scores due to Covid-19.</p> <p>15.09% of 3rd Grade students met or exceeded standards 20.31% of 4th Grade students met or exceeded standards 25.36% of 5th Grade students met or exceeded standards 19.71% of 6th Grade students met or exceeded standards 18.65% of 7th Grade students met or exceeded standards 11.39% of 8th Grade students met or exceeded standards</p>	<p>Students will grow by moving one or two levels across the different bands in CAASPP. The percentage of students on the CAASPP test who have scored met and exceeded will increase by:</p> <p>3rd Grade: 12%. 4th Grade: 12% 5th Grade: 12% 6th Grade: 12% 7th Grade: 12% 8th Grade: 12%</p> <p>The percentage of students who scored Not Met will be decreased by 10% in all grade levels.</p>
CAASPP Math	<p>We are using the baseline data from 2018-19 CAASPP scores due to Covid-19.</p> <p>21.69% of 3rd Grade students met or exceeded standards</p>	<p>Students will grow by moving one or two levels across the different bands in CAASPP. The percentage of students on the CAASPP test who have</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>16.41% of 4th Grade students met or exceeded standards 10.87% of 5th Grade students met or exceeded standards 9.63% of 6th Grade students met or exceeded standards 13.44% of 7th Grade students met or exceeded standards 8.13% of 8th Grade students met or exceeded standards</p>	<p>scored met and exceeded will increase by: 3rd Grade: 12%. 4th Grade: 12% 5th Grade: 12% 6th Grade: 12% 7th Grade: 12% 8th Grade: 12% The percentage of students who scored Not met will be decreased by 10% for all grade levels.</p>
STAR 360 ELA	<p>Baseline data from 2021-22 STAR 360 (Fall): 51% of 3rd-grade students were at or above benchmark 56% of 4th-grade students were at or above benchmark 42% of 5th-grade students were at or above benchmark 34% of 6th-grade students were at or above benchmark 33% of 7th-grade students were at or above benchmark 30% of 8th-grade students were at or above benchmark</p>	<p>The percentage of students on the STAR 360 ELA who are at or above benchmark will increase by: 3rd- 5th Grade: 12%. 6th- 8th Grade: 15%</p>
STAR 360 Math (Need to update the Baseline data)	<p>Baseline data from 2021-22 STAR 360 (Fall): N/A of K grade students were at or above benchmark 58% of 1st-grade students were at or above benchmark 41% of 2nd-grade students were at or above benchmark 37% of 3rd-grade students were at or above benchmark 37% of 4th-grade students were at or above benchmark 49% of 5th-grade students were at or above benchmark 28% of 6th-grade students were at or above benchmark 20% of 7th-grade students were at or above benchmark 29% of 8th-grade students were at or above benchmark</p>	<p>The percentage of students on the STAR 360 Math who are at or above benchmark will increase by: 1st-2nd Grade: 12% 3rd-5th Grade: 15%. 6th-8th Grade: 15%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR Early Literacy	78% of K grade students were at or above benchmark 67% of 1st-grade students were at or above benchmark 45% of 2nd-grade students were at or above benchmark	90% of our TK-1st grade students will meet or exceed the benchmark on the STAR Early Literacy. 80% of our 2nd-grade students will meet or exceed the benchmark on the Star Early Literacy.
ELPAC/Reclassification	25% of our English Learners were reclassified as a result of meeting the reclassification criteria.	The number of English Learners reclassified to R-FEP will be a minimum of 20% of our total EL population. Each year we have new TK/Kinder students that enroll in Driffill as EL students.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Ongoing PLCs, training, coaching, and extended professional opportunities to collaborate will be offered to our Leadership Team and site teachers. During PLC's teachers will analyze data to determine an instructional focus and identify student needs for support in Tier 1. Extended collaboration time will be used to desegregate data and identify standards. Teachers will use board adopted materials to implement the State Standards (CCSS) in ELA, Math, Science and ELD in all grade levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

8,000.00

Title I

	1000-1999: Certificated Personnel Salaries Teacher extra pay
8,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Professional Development

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Opportunities for additional instructional support including digital and in-person peer coaching, professional development workshops, and virtual peer observation of BEST practices will be supported. Progress monitoring will occur by grade level or with individual teachers to identify specific students requiring support. Substitute teachers will be provided in order for teachers to observe peers or to engage in progress monitoring. Additional planning and collaborative time outside of contractual hours will be given to teachers for collaboration and reflection with grade-level colleagues.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000.00	Title I 1000-1999: Certificated Personnel Salaries Salaries for subs
10,000.00	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide additional planning time for implementation and breaking down of DLI units and standards for TK-6th grade. Provide and support professional development opportunities within the district and county. Provide resources and materials to enhance the instruction and implementation of bi-literacy units. Purchase classroom and school library Spanish-language and bilingual books, magazines, and apps for student and teacher use. Provide one day per trimester for DLI teachers for additional planning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7,651.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Teacher Hours, Professional Development Costs
1,000.00	LCFF - Intervention 4000-4999: Books And Supplies Materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Opportunities for professional development in a variety of instructional practices that include AVID, Math, Balanced Literacy, and STEM/STEAM strategies to enhance student engagement, collaboration, inquiry-based pedagogy, and higher-level thinking skills. Professional development as related to AVID and STEM/STEAM strategies will include additional planning and collaboration time for AVID Site Team, AVID teachers, AVID Coordinator, Science, and Math Teachers specifically supported by OSD Math Manager, Technology, and Science TOSAs. We will host AVID/STEM/STEAM guest speakers and field trips.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Professional development

9,000.00	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours and subs
12,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Hours and subs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Incentive Program will be developed to support, encourage, and celebrate students that show gains in their scale scores on STAR Reading and Math tests.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Supply technology apps, computer devices and software that support student mastery of standards in ELA, DLI, Science and Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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9,000.00	LCFF 6000-6999: Capital Outlay Student Laptops
5,000.00	Title I 5000-5999: Services And Other Operating Expenditures ELA/Math Apps

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The STAR 360 Reading, Early Literacy and Math assessments will be administered at least 3 times a year and results uploaded to the appropriate data systems. Grade levels will also create an assessment calendar to regularly monitor students, evaluate, analyze results and use this information to inform instructional decisions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

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Source(s)

District Funded
Star 360 program

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide virtual and in-person Family Learning Academy, Enrichment Clubs, and Athletic Clubs with an emphasis on AVID, Growth Mindset, Environmental Science, STEM/STEAM, and other Social Emotional Learning (SEL) strategies designed for all students. Family Learning Academies (for both students and parents) and Enrichment Clubs (for students) will specifically aim at struggling students, i.e. middle school students with Ds & Fs as well as students who want and/or need social and emotional supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Title III 1000-1999: Certificated Personnel Salaries Teacher extra hours
12,000.00	Title III 4000-4999: Books And Supplies Materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target English Learners and Reclassified English Proficient students at Drifffill.

Strategy/Activity

1) Support all English Learners and Reclassified Fluent English Proficient students in collaboration with the Language Appraisal Team (LAT), to monitor, analyze, strategize, and write instructional plans and provide options for before and after school intervention as well as Tier 1 instruction. 2) Collaboration between the LAT team and/or classroom teachers (across grade-level and peers across the district) to implement instructional strategies as set forth in the plan to improve instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,000.00	Title III 1000-1999: Certificated Personnel Salaries Extra Hours

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Administration will conduct data/progress monitoring conferences and accountability talks with teachers at least twice a year to discuss student progress, Tier 1 instructional strategies, assessment data and determine potential Tier 2 Intervention needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000.00	Title I 1000-1999: Certificated Personnel Salaries Substitute salaries
10,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Substitute salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Virtual or In-person Academic Support/ Social Emotional Camps, to take place during school breaks ie. Winter Break, will be offered to target academic needs, support test taking strategies, reduce D and Fs among middle school students, and build social and emotional learning competencies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Salaries
4,000.00	LCFF 4000-4999: Books And Supplies Hospitality

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Staff and parents will attend conferences and training to support the curriculum, academy strands, and general needs of students:

- State Kindergarten Conference
- Autism
- AVID Summer Institute or Digital XP
- Math
- DUAL Language
- CABE/Bilingual Local and State Conference
- Social Studies/History
- Science/STEAM/STEM/Environmental Sciences
- CHAMPS/PBIS
- PE Conferences
- Social and Emotional Learning
- Technology
- CTE- Career Pathways

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Conferences and Fees
7,000.00	Title III 5800: Professional/Consulting Services And Operating Expenditures Conferences and Fees
11,000.00	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Conferences and Fees
2,000.00	Title I 2000-2999: Classified Personnel Salaries Translations

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The Renaissance Star, Lexia, STMath, Mystery Science, and Accelerated Reader Programs were purchased to support the assessment and the academic program for all students. The use of these programs allows teachers to individualize and differentiate Tier 1 support. The data used from the programs provide pertinent information to teachers so they can target specific areas of weakness and have a focused approach to intervention during Tier 1 instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

District Contracts

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The MyOn Program was purchased to support literacy for all students. This program provides reading opportunities inside and outside the school setting in order to improve reading and comprehension skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

District contract

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Tier 2 instruction (intervention) will be provided for students who have not made academic growth based on grade level assessments through a small group pull-out model as well as before and after school options. Interventions will aim to mitigate learning loss affecting all students related to the Covid-19 school shutdown and to reduce the D and F grades among middle school students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10,000.00

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Extra Hours

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Two Intervention Support Providers will support target students in ELA, DLI and Math during school hours in a small group pull-out model to provide targeted, intentional instruction based on Tier 1 data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

22,000.00

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
ISP Teacher

24,000.00

Title I
1000-1999: Certificated Personnel Salaries
ISP Teacher

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Staff will monitor at-risk students through the MTSS/COST/SST process and provide information to parents. Support and provide incentives and resources to students, parents and families to improve attendance and student engagement, and to address social-emotional needs

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4,000.00

Title I
1000-1999: Certificated Personnel Salaries
Subs - certificated staff

9,000.00

Title I
4000-4999: Books And Supplies
Materials and incentives

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Students will participate in virtual or in-person field trips and enrichment activities (to the extent allowed by health regulations) to support both academics and social emotional learning competencies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

5,000.00

Title I

	5000-5999: Services And Other Operating Expenditures Transportation
1,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Fees

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target first-generation college-bound students in the AVID program at Driffill.

Strategy/Activity

AVID tutors will be hired to provide extra support for all AVID students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,260.00	LCFF 2000-2999: Classified Personnel Salaries Tutor salaries

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

All Middle School Students will participate in virtual and in-person (to the extent permissible by health regulations) field trips, guest speaker presentations, and enrichment activities that support WICOR (Writing, Inquiry, Collaboration, Organization and Reading). Driffill will provide related supplies and student materials to support the college-and-career-ready mindset and the organizational component of the WICOR strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4,900.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation
500.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Fees
3,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Transportation
2,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Fees

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Purchase supplemental books, supplies, materials and technology for instructional staff and students to enhance the core curriculum, Tier 1 instruction and implementation of state standards.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6,000.00	Title I 4000-4999: Books And Supplies Books other than textbooks, Materials and Supplies

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

In order to have a smooth transition into TK/Kindergarten and middle school, the teachers will host a Meet and Greet and orientations with parents prior to the start of the year to introduce the program, expectations and goals for the year. We have high school representatives come to campus to help register our 8th grade students for high school. In addition, multiple parent meetings are offered throughout the year to support the transition to high school, ie.communicate new high school processes and new high school expectations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	Title I 1000-1999: Certificated Personnel Salaries Extra Hours
2,000.00	Title I 4000-4999: Books And Supplies Materials

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide virtual or in-person After-School Enrichment activities (to the extend feasible given health regulations) including Art, Music, Science, Dance, Book Club, Gardening Club and Fitness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,897.00	Title I 1000-1999: Certificated Personnel Salaries Extra Hours
2,000.00	Title I

	4000-4999: Books And Supplies Materials
1,000.00	Title I 5000-5999: Services And Other Operating Expenditures Transportation
20,000.00	LCFF 4000-4999: Books And Supplies Materials

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Support Staff will be provided by the District: A Tier 2 Literacy Intervention Specialist will support K-5 (English).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded Salary
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Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

New Teacher Induction Mentors and OSD District Math Manager, Science, Technology and ELD TOSAs will provide training and support on a regular basis to assist teachers to implement a rigorous academic program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Salaries and Extra Hours

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Analyze and examine site created environmental science and global awareness units to ensure alignment to OSD Student Profile, NGSS Standards and other content area standards. Access to science apps that support NGSS and the science strand will be provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Science Apps

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide extra clerical help to support all aspects of the instructional program including social distancing protocols for students, staff and community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF 2000-2999: Classified Personnel Salaries clerical extra help and overtime hours

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Ensure the efficiency of operating costs in order to ensure full access to required equipment, materials, supplies and services to support the core instructional program. In addition, to repair and replace any outdated and needed instructional and office technology equipment. Repair and replace any equipment lost or damaged due to circumstances of distance learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Services and other operating expenditures-equipment maintenance
4,000.00	LCFF 4000-4999: Books And Supplies Ink for copy machines and printers
4,000.00	LCFF 4000-4999: Books And Supplies cost to replace old computer equipment and supplies

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to Covid-19 and school closures, the CAASPP, ELPAC, and CA Dashboard will reflect scores from the 2018-19 school year. We are currently awaiting ELPAC results from the 2020-2021 school year. At Driffill school, we experienced growth in both ELA and Math in 2018-2019. In order to continue to close the achievement gap, Driffill will hire two additional Intervention Service Providers to target students in all grades 1-8. In addition, we plan to target Tier 1 instruction needs by regularly analyzing data, and responding to student needs. Driffill is dedicated to strengthening our PLC model with the implementation of research-based strategies, peer mentoring, and vertical grade level alignment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

We are prioritizing professional learning and collaboration to respond to the specific needs academic and social-emotional needs of students post distance learning. We are venturing into creative solutions to maximize the number of teachers, substitutes to allow for intentional, additional, collaboration.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have identified that strong PLC's will enable teacher leaders to support the facilitation of planning time, analyze data, implement research based instructional practices in response to student data. Driffill is incorporating technology apps such as STMath for Math and Lexia for Language Arts to supplement Tier I instruction and targeted learning acceleration.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support, School Climate, Attendance and Safety

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rates for 2019-20 was .03%	Suspension Rates for 2021-2022 will decrease by 2% of the students suspended by June 2022.
Attendance Data	Chronic Absenteeism rates for 2019-2020 were 7.9%	Chronic Absenteeism rates for 2021-2022 will decrease by 2%.
Behavioral Referrals to the office	Referral Rates for 2019-2020 were 134 office referrals.	Referral Rates for 2021-2022 will decrease by 2%.
Panorama Survey Data	Emotional Regulation - 84% of students responded that they are able to regulate their emotions.	Increase Emotional Regulation reporting to 89%
Panorama Survey Data	Self-Management- 52% of students reported they were able to manage their emotions, thoughts and behaviors in different situations.	Increase Self-Management reporting to 70%.
Panorama Survey Data	Social Awareness- 72% of students reported they are consider perspectives of others and empathize with them.	Increase Social-Awareness reporting to 85%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Driffill will have campus supervisors working varied schedules throughout the day to cover before and after school arrival and dismissal, hallways, locker room, recess, lunch and occasional extra activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Virtual and/or in-person after-school engagement activities and clubs (to the extend allowed by public health regulations) including, but not limited to: homework club, book club, gardening club, art club, math club, fitness/sports, social-emotional helath will be provided. Provide incentives and or rewards for participation in these activities. Activities and clubs will promote healthy, social-emotional habits, and support development of positive peer relationships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6,000.00	LCFF - Intervention 4000-4999: Books And Supplies awards
3,000.00	LCFF 4000-4999: Books And Supplies Motivational incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Our PBIS Team will support CHAMPS, positive attendance, engagement, and behaviors in classrooms and in all school activities in support of the whole child in a culturally responsive approach. The team will develop and implement strategies that support academically productive student behaviors and that build individual and collective social awareness, and social skills/strategies among students. Strategies will be implemented both virtually and in person.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded CHAMPS program
3,000.00	LCFF 1000-1999: Certificated Personnel Salaries PBIS-Extra Teacher Hours

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

PBIS/CHAMPS conferences, webinars, professional development, guest speakers and assemblies will be offered to staff, students, parents, and campus supervisors. Supplemental materials and release time for PBIS team to develop student behavior plans will be provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF 1000-1999: Certificated Personnel Salaries Collaboration Time- extra Teacher Hours
5,000.00	LCFF 2000-2999: Classified Personnel Salaries Extra Hours for Campus Supervisors

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Attendance and Engagement Incentives will be awarded to students who demonstrate positive attendance. Incentives, celebrations, assemblies will be available virtually and in-person.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3,000.00	LCFF 4000-4999: Books And Supplies Materials
	District Funded Outreach Consultant salary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide positive student behavior supports and award incentives to students who improve who demonstrate improved positive behaviors. Incentives/celebrations will be available virtually and in-person.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000.00	LCFF 4000-4999: Books And Supplies Materials
	District Funded Counselor salary
	District Funded Psychologist salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all Drifill students.

Strategy/Activity

Apps and other social skills building equipment will be purchased to support Positive Behavior, Attendance, Social-emotional, and Growth mindset.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Software

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

We will target all middle-school Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

To the extent possible given health regulations, implement the Minnesota Smoking Prevention Plan for Grade 6 and Project Alert for Grades 7-8 Science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

--

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

AVID Enrichment Activities will be provided such as field trips to universities, guest speakers, engagement incentives, and student workshops to encourage a positive college going culture. Provide materials and supplies that support the college-and-career-ready mindset and organizational strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000.00

LCFF 5800: Professional/Consulting Services And Operating Expenditures Admission and Fees

2000.00

LCFF 5800: Professional/Consulting Services And Operating Expenditures Transportation

700.00

LCFF 4000-4999: Books And Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Site Administrators with input from various committees (SSC, ELAC, Leadership etc) will develop the School Safety Plan to be implemented by all teachers and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Extra Hours

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide additional hours for campus supervisors to help monitor the playground and cafeteria during recess and lunch times to ensure student safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

LCFF

2000-2999: Classified Personnel Salaries
Extra Hours

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide social-emotional training, conferences and professional development to staff, counselors, ORC's and to campus supervisors, support staff, and parents. Supplemental materials and/or release time for participants to plan and deliver related training to colleagues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours
500.00	LCFF 4000-4999: Books And Supplies Materials

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Big Smiles Program is implemented to provide dental care for students who do not have dental coverage (If available)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

All students, staff, and parents (if on site) will participate in monthly safety drills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Staff will follow the MTSS pyramid to address the behavior and socio-emotional needs of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Reinforce the PBIS model that is well structured with clear CHAMPs expectations. Therefore, Drifill will continue to provide structured activities and equipment during recess and lunch to support positive student interaction and healthy decision making, which will result in decrease in office discipline.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
materials and supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The social-emotional health of our students is equally as important as their academic success. Given the current public health crisis, the strategies and activities outlined above will be delivered both virtually and in-person as appropriate. The strategies/activities that we have articulated will increase positive behavior on campus and in the community and will help eliminate negative behaviors. These activities also strive to address and support the social-emotional needs of our students both in person and virtually. 2019-2020, Drifill was recognized as a Silver School in PBIS. 2020-2021, we received the Gold status and we will continue to strive to improve our practices as we reach for the platinum level.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

To address the need for targeted learning acceleration, we have designated maximum budget allocations to support attendance, engagement, and social-emotional wellness strategies. Additionally, Drifill continues to receive multiple transfer students with tier 3 social-emotional, and behavioral needs. Given the high number of student needs and the ongoing effect to fill vacant positions across the board, our counselor and Outreach Specialist, teachers, support, and administration have found it challenging to contact and build relationships that support student needs. In such cases, expenditures may deviate from outlined strategies and activities due to individual family circumstances and their unique needs.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Given the current public health crisis, the implementation of these activities and strategies looks significantly different than years prior. Driffill will address this goal both virtually and/or in-person to the extent possible given health regulations. Driffill's goal continues to focus on increasing our daily attendance while also considering student engagement. Monitoring attendance and engagement must be a collaborative effort including teachers, parents, administration, the attendance clerk, the counselor and the Outreach Specialists. We are adopting a new monitoring system and developing an effective mode of communication among all stakeholders a daily, weekly and monthly basis. Many of our attendance activities will be reviewed and revised to increase the parents' awareness of the importance of attendance and engagement. An incentive program will be created and implemented so that individual students and families get recognized for meeting their attendance goals and objectives.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities

To facilitate parent involvement in the educational and social-emotional well-being of their children.

To provide parents with technology training, equipment and resources for supporting distance learning and student engagement.

To provide a safe and productive learning environment for students to participate in distance learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Needs Assessment Survey	The EL needs Assessment surveys returned in 2019-2020, 16%, identified parent education, enrichment activities and intervention as areas of growth/need.	Goal of 2020-2021 is to increase the number of survey's returned by 10% in order to get a broader sense of area of need.
Average Attendance at ELAC	2019-2020 The average number of attendees at ELAC meetings was 18.	Goal of 2020-2021 is to increase the number of attendees at ELAC meetings by 10%
Parent Attendance at Back to School Night	2019-2020 750 parents signed in at our Back to School Night. This number will be used as a Baseline for parent attendance.	2020-2021 The number of visitors to back to Back to School Night will increase by 10%.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey Data	2019-20 65 parents completed the parent panorama survey. This number will be used as a baseline for parent	Increase parent responses by 40%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide parents with the school's weekly activities and information for all parent meetings. Modes of communication include Canvas, Blackboard, and Parentlink.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Messaging system

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Parent Education workshops will be developed and offered at least once a trimester. Parents will be trained in using technology, CHAMPS, PBIS, College Readiness, Cultural Proficiency, Growth Mindset, AVID Strategies, and/or other topics relevant to student success. Family Nights will be offered for parents, students, and staff to collaborate on various content/topics relating to Social Emotional, academics, and family connections/relationship.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Contracts and Services
4,000.00	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours
12,000.00	LCFF 4000-4999: Books And Supplies Materials and Supplies
1,000.00	Title III 1000-1999: Certificated Personnel Salaries Translation Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The Student Parent Compact and Parent Involvement Policy with feedback from stakeholders will be updated and distributed to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No addiitonal cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Parents will be invited to review promotion criteria (for 8th graders only). Translators will be provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

720.00

Title III
2000-2999: Classified Personnel Salaries
Translation Services

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

ELAC, Title I/Cafe con Padres and SSC virtual and in-person meetings are scheduled for the year and are posted on our website, connect ed messages, and digital bulletins, and paper notices will go home with students. Paper documentation will sent home to the extent possible given health regulations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

800.00

Title III
4000-4999: Books And Supplies
Materials and Supplies

1,200.00

Title III
4000-4999: Books And Supplies
Refreshments

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Parent Conferences are held in the Fall for all students to go over behavior and academic goal. Spring conferences are held for students who are not meeting academic and/or behavioral expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Title III
2000-2999: Classified Personnel Salaries
Translation Services

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

SST and 504 Meetings are held with parents and the team to review student progress and determine Tier 1 and Tier 2 interventions as needed. Provide materials, resources, and/or equipment for delivery of determined accommodations and interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,864.00

Source(s)

LCFF
4000-4999: Books And Supplies
Materials, resources, apps, and/or equipment

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

IEPs will be held annually or as requested by parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Substitutes

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Celebrations will be held throughout the year to recognize student accomplishments: Monthly Student Awards, Sports Banquet, End of Year and Reclassification. Awards and incentives may be delivered in a virtual platform or in person to the extent possible given health regulations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Title III
4000-4999: Books And Supplies
Materials and Supplies

4,000.00

LCFF
4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Translation and day-care services (when possible) will be provided at Back to School Night, conferences, and Family Nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

Title III
2000-2999: Classified Personnel Salaries
Translators

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At Drifill we value a strong family partnership. Drifill strives to cultivate an inclusive learning community where everyone is Respected for their diverse perspectives, experiences, and cultural backgrounds. We believe positive connections and relationships with families and school staff directly impact student achievement. Given the challenges of distance learning, Drifill must provide additional and targeted layers of family and parent support.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Despite the money allocated for our parents to attend workshops, only a small percent have been able to take advantage of the opportunities, in past years. The strategies outlined here provide more intensive outreach as well as a diverse range of opportunities to encourage increased family participation. Drifill has ventured into adjusting times and the delivery of events to accommodate different family schedules.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Adjustments are continuously made to this goal in order to accommodate parent time constraints.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$161,017.00
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	\$388,492.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$110,297.00
Title III	\$50,720.00

Subtotal of additional federal funds included for this school: \$161,017.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$125,824.00
LCFF - Intervention	\$101,651.00

Subtotal of state or local funds included for this school: \$227,475.00

Total of federal, state, and/or local funds for this school: \$388,492.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	110,297.00	0.00
Title III	50,720.00	0.00
LCFF	125,824.00	0.00
LCFF - Intervention	101,651.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	125,824.00
LCFF - Intervention	101,651.00
Title I	110,297.00
Title III	50,720.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	22,500.00
2000-2999: Classified Personnel Salaries	LCFF	13,260.00
4000-4999: Books And Supplies	LCFF	61,064.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	13,000.00
6000-6999: Capital Outlay	LCFF	9,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	71,651.00
4000-4999: Books And Supplies	LCFF - Intervention	19,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	11,000.00

1000-1999: Certificated Personnel Salaries	Title I	55,897.00
2000-2999: Classified Personnel Salaries	Title I	2,000.00
4000-4999: Books And Supplies	Title I	19,000.00
5000-5999: Services And Other Operating Expenditures	Title I	15,900.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	17,500.00
1000-1999: Certificated Personnel Salaries	Title III	26,000.00
2000-2999: Classified Personnel Salaries	Title III	3,220.00
4000-4999: Books And Supplies	Title III	14,500.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	7,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	318,208.00
Goal 2	33,700.00
Goal 3	36,584.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 6 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Gilbert Elizarraraz	Principal
Liliana Medrano	Classroom Teacher
Lisa Perris	Classroom Teacher
Carlos Torres	Classroom Teacher
Jessica Orozco	Classroom Teacher
Mayra Velasquez	Other School Staff
Alex Salazar	Parent or Community Member
Myriam Cervantes	Parent or Community Member
Carina Torres	Parent or Community Member
Maricela Morales	Parent or Community Member
Monica Arias Melgoza	Parent or Community Member
Maria Azucena Reyna	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

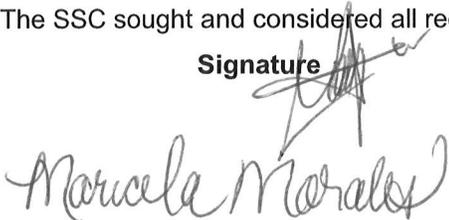
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 19 2021.

Attested:

	Principal, Gilbert Elizarraraz on 10/19/2021
	SSC Chairperson, Myriam Cervantez on 10/19/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

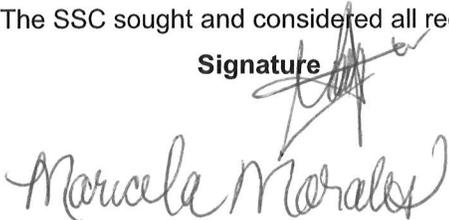
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

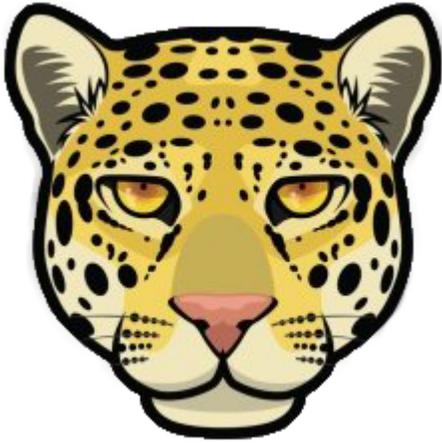
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 19 2021.

Attested:

	Principal, Gilbert Elizarraraz on 10/19/2021
	SSC Chairperson, Myriam Cervantez on 10/19/2021

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elm Street School	56725386055289	October 18, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Elm Street School will effectively meet the Every Student Succeeds Act (ESSA) by implementing the three Oxnard School District goals: Goal 1- All students will reach high academic standards in reading and mathematics. Goal 2- The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug free and conducive to learning. Goal 3 - Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth. The Oxnard School District Student Profile with the seven traits will be at the forefront of our decision making. As we move forward following an unprecedented year following a Pandemic. We also need to keep the following in mind: Accelerating Learning means students have access to grade-appropriate standard and strong instruction that addresses the gaps in prior learning within the context of grade-appropriate content so they can demonstrate mastery of grade-level content, Addressing gaps and unfinished learning is

not new. It is important to address unfinished learning and gaps through an Accelerated Learning approach in Tier 1 instruction, instead of only using remediation, and we need to leverage learnings from the pandemic as we plan for accelerating learning for all students, keeping in mind the emotional toll that resulted from the pandemic.

Elm St. School will focus on the area of teaching and learning to successfully meet the needs of all students. Elm's Mission is to ensure that all students receive a high quality education from fully qualified caring teachers whose research-based practices help them connect with the 21st century expectations through the arts, sciences, and technology. Elm's Vision is to establish a safe, professional, bilingual learning community where educators use data to drive instruction, collaborate toward common goals, and work with families, students, and community members toward becoming successful contributing members of society, while addressing the needs of the whole child. The staff is dedicated to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades Kindergarten through 5th grade. We will implement CCSS through the following state adopted programs McGraw-Hill, My Math and Wonders/Maravillas. We will also be implementing the Dual Language Bilingual Unit Frameworks which are standards based in Kindergarten, First, Second and Third grade written by our District to ensure CCSS is at the forefront in our Dual Language Classes. In addition, we implement several intervention programs. These interventions include small group instruction with Classroom Teachers, Literacy Intervention Teacher and Instructional Support Providers. The Literacy Intervention Teacher and the Instructional Support Providers will be using The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as their primary resource. The teaching staff at Elm St. School is committed to the process of implementing CCSS and dedicated to higher level thinking via Depth of Knowledge for all students. In order to implement CCSS, the Elm St. teachers are committed to meeting consistently in Professional Learning Communities in order to increase student achievement. Teachers focus on data driven instruction, assess students formally and informally to monitor student growth in the core areas and meet to analyze student data results to plan instruction and student interventions. The Elm St. School will focus on Positive Behavior Intervention Supports (PBIS) through the use of CHAMPS and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Teachers are also committed to ensure the social emotional needs of students by implementing Community Circles. Families and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Elm St. School maintains continual communication with all stakeholders through School Site Council (SSC), English Language Advisory Committee (ELAC), Title 1 Meeting, Coffee with the Principal, PTA meetings, Elm's website, Class Dojo and Blackboard Connect Telephone communication system.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Instructional Leader is documenting a systematic approach to visiting classrooms to focus on the School-Wide Goals, and the Instructional "Look Fors" in order to give immediate positive feedback. Instructional Leaders goal is to visit each grade level a week and take anecdotal notes in order to observe daily routines and teaching practices, and provide support and guidance to ensure Common Core State Standards are being taught with fidelity at a rigorous level implementing Depth of Knowledge.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Oxnard School District's (OSD) new Student Profile puts an emphasis on the development of the entire child to be successful in a variety of traits. One trait is for students to be prepared to succeed in local and state measures in all academic areas. Elm St school is committed to honor the OSD Student Profile through a variety of components. One of the components to ensure student success is through Professional Learning Communities. Through Professional Learning Communities (PLC) teachers will analyze and interpret data through the use of the following assessments tools to improve student achievement. The following tools will be used:

STAR 360 Assessments in Early Literacy, Math & Reading in English, as well as Spanish for the Dual Language Immersion Program

English Language Proficiency Assessment for California (ELPAC)

California Assessment of Student Performance and Progress (CASSPP)

Interim Assessment Blocks (IAB)

Essential Literacy Skills (ELS)

Curriculum Benchmarks

Leveled Literacy Intervention (LLI)

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet bi-monthly in Professional Learning Communities (PLC) to monitor student progress via the curriculum embedded assessments as well as discuss best teaching practices in order to move students forward. Student instructional groups for Universal Access, English Language Development, and intervention groups are determined based on these assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The weekly Staff meetings will be coordinated so that grade level meetings will be incorporated which will give teachers the opportunity to meet by grade level in order to collaborate on best teaching practices and monitor student growth. The three School-Wide goals during the 2021-2022 academic year are writing across the curriculum, oracy and growth mindset in Math and English Language Arts. One of the teaching practices that we will continue to focus on more this year is writing across the curriculum, with an emphasis in Math. The emphasis will be to write out the steps in math in order to have a deeper understanding of the math concepts being taught. Another teaching strategy is to continue to incorporate a Growth Mindset approach to learning.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials. Hot-Spots have been provided to households in need of them, so that every child has accessibility to district applications like Lexia & ST Math.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms, and provided to our students that are on Independent Study. Additional on-line resources have been centrally purchased to provide access to standards-aligned materials remotely via the internet. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Oxnard School District's (OSD) new Student Profile was developed to ensure opportunity and equal educational access for all students. OSD wants to ensure all students are prepared for the future and challenged to select rigorous courses. Equipped with the tools, knowledge, and skills to be high school, college, and career ready. First instruction is a critical component to enable underperforming students to meet standards, and to ensure we have the Student Profile traits at the forefront. As a site, we will focus on the Instructional "Look Fors" as evidence for supporting instructional goals. Elm St. School spent a considerable amount of time analyzing all the Instructional "Look Fors" and coming to consensus, with an emphasis on how to support students. Instructional "Look Fors" for the 2021-2022 academic year will be active participation of all students with scaffold support provided by teachers and students, instruction and student work are based on grade level CCSS, frequent checking for understanding and corrective feedback, and evidence of well-established routines and practices (CHAMPS).

Evidence-based educational practices to raise student achievement

At Elm Street School, we will participate in Professional Learning Community practices, grade level teaming and collaboration to support first instruction. The Instructional "Look-Fors" have provided a foundation for best first instruction, and the Principal's classroom visits will have an instructional focus based on our School-Wide goals and the Instructional "Look Fors". The data collected from local assessments will guide and drive instruction in the classroom during whole group and small group intervention groups.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Elm St. School, throughout the school year, parents are invited to participate in a variety of educational and advisory opportunities. In March of 2020, when the school closure took place due to the COVID-19 pandemic, we learned to conduct our parent meetings virtually via Zoom. Agenda's continued to be provided via our Elm website and sent to families via Class Dojo but most importantly we included Zoom link information for our families included with Agenda. What we learned at Elm St. School is that our families were able to actively participate remotely from their homes, place of business or work location with a sense of ease. What we also learned is that families prefer to participate remotely because they could stay at home caring for their families, maintaining their business hours, and taking their lunch/dinner break from work to connect. During the 2021-2022 academic year, we will continue to offer meetings remotely. Coffee with the Principal has been moved from meeting in the morning to meeting in the late afternoon to accommodate family preferences. School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent Teacher Association (PTA) will continue to be in the late afternoon to accommodate family preferences. Our SSC consists of 5 parents with direct input into our School Plan for Student Achievement (SPSA). The English Language Advisory Committee (ELAC) also provides recommendations to our SSC for English Language Learners (ELL) services to include into the SPSA. Parents are invited to our regularly scheduled SSC, ELAC, Coffee with the Principal, PTA, and Title I meetings to stay informed and provide input on programs available to our students. Our PTA provides parents the opportunity to participate in fundraising opportunities and programs that support the educational programs at Elm St. School. Parent workshops, classes, and trainings are offered throughout the school year (CABE Project 2Inspire, Triple P positive parenting, Healthy Bodies Healthy Minds, Nutrition, Mental Health, Family Reading Nights, Latino Literacy project, Loving Solutions, Parent Project, Citizenship, etc.). Parents are also encouraged to attend our Back to School Night which includes our Title 1 Meeting, Reading Nights, trimester awards ceremonies, and parent-teacher conferences in Fall and Spring.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

It is critical to have all the stake holders involved in the evaluation of the ConApp Programs. At Elm St. School, the Principal has developed a yearly calendar to ensure that all the stake holders are involved. During the 2021-2022 academic year, the Leadership Team has been meeting monthly, and notes are sent out to all Elm St. Staff at the end of the day. The notes have kept us accountable to meet with grade level teams about what was discussed and if anything needs to be discussed at the next Leadership Team or at the next Staff Meeting. The Principal also meets with the SSC, ELA, and PTA on a regular basis to share goals for the year. Coffee with the Principal is also an informal manner to receive recommendations or get feedback from the community. Even though Coffee with the Principal is an informal gathering, valuable information has been shared regarding school safety, and community safety at large.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The following services will be funded to enable under performing students to meet the standards:

Kindergarten Paraprofessional Support

Intervention Support Providers

Professional Learning Communities

Substitutes for SST/IEP meetings

Library Media Technician

Professional Development and Conferences

Centralized Funding has provided extra support through the hiring of a Literacy Intervention Teacher (LIT), which will target small group intervention in reading with an emphasis in the primary grades. Site funding through Title III will be allocated to support English Language Learners (ELL) by providing extra support through an Intervention Support Provider (ISP), which will also target small group intervention in reading.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide” Title I. Funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Language Learners.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Instructional Leader began the involvement process for the SPSA and Annual Review and Update with the Leadership Team on September 27, 2021. The proposed 2021-2022 school budget was also shared along with the correlation of the three SPSA goals to the allocation of funding. Each grade level Leadership Team Member shared the SPSA at their grade level meeting and new goals were set for both English Language Arts and Mathematics. The Instructional Leader shared the SPSA along with the budget with SSC as well as the ELAC committee. The instructional Leader collected feedback from the following groups in order to support all the strategies/activities as written in the SPSA. The proposed 2021-2022 school budget was aligned directly with the three goals as stated in the SPSA. The SPSA is a living document and will be shared with stakeholders and we will be reviewing the effectiveness of each action as detailed in the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The substitute shortage has impacted our instructional program. Our teachers have not been able to attend Professional Development opportunities due to the substitute shortage. The para-

professional shortage has impacted our instructional program as well in both Kindergarten and Special Education.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0.17%	0.18%	0.2%	1	1	1
Asian	0%	0%	0%	0	0	0
Filipino	0.52%	0.36%	0.6%	3	2	3
Hispanic/Latino	96.86%	96.98%	97.8%	556	545	521
Pacific Islander	0.35%	0.18%	0.2%	2	1	1
White	1.92%	1.96%	1.3%	11	11	7
Multiple/No Response	0.17%	0.36%	0%	1	2	0
Total Enrollment				574	562	533

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	79	94	72
Grade 1	95	83	93
Grade 2	90	95	82
Grade 3	100	87	93
Grade 4	98	106	90
Grade 5	112	97	103
Total Enrollment	574	562	533

Conclusions based on this data:

Elm St. School had a significant loss of enrollment in Kindergarten. During the 2019-2020 academic year, Elm had four Kindergarten Classes, and we dropped down to three Kindergarten classes. Our enrollment went from 550 in the 2019-2020 academic year to 507 in the 2021-2022 academic year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	428	400	381	74.6%	71.2%	71.5%
Fluent English Proficient (FEP)	57	84	76	9.9%	14.9%	14.3%
Reclassified Fluent English Proficient (RFEP)	49	60	24	10.3%	14.0%	6.0%

Conclusions based on this data:

School and Student Performance Data

Star Early Literacy

Elm Street School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	71	26	37%	17	24%	12	17%	16	23%	566
Grade 1	91	45	49%	19	21%	12	13%	15	16%	626
Grade 2	31	23	74%	7	23%	0	0%	1	3%	668

Conclusions based on this data:

In Fall of 2020 we had an overall Proficiency of 19%, in Winter of 2020 we had an overall Proficiency of 34.7% and in Spring of 2021 we had an overall Proficiency of 16.6% . Our students decreased overall by 2.4% in their proficiency rate over the course of the year. The STAR Early Literacy data clearly indicates that the majority of our students are in the Urgent Intervention Level. When we look at the Leading indicators of student achievement in early literacy: Star Early Literacy English Proficiency Rate (District Benchmark), Elm St. School has an overall lower proficiency of 10.4%, and the Urgent Intervention group is 16.8% higher as compared to the District benchmark. In the area of star Early Literacy Spanish Proficiency Rate (District Benchmark), Elm St. School has an overall lower proficiency of 17.2%, and the Urgent Intervention group is 12.4% higher as compared to District benchmarks. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall higher percentage of 8.7% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 8.7% of students as compared to the District. As a site team, we are also very aware of the significant loss of instruction that took place during Distance Learning as compared to the District Benchmarks. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students and provide the best First Instruction to our students.

School and Student Performance Data

Star Reading

Elm Street School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Reading Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	83	43	52%	15	18%	10	12%	15	18%	2	162
Grade 3	94	35	37%	28	30%	12	13%	19	20%	2.2	289
Grade 4	90	43	48%	13	14%	9	10%	25	28%	2.2	360
Grade 5	99	36	36%	22	22%	14	14%	27	27%	2.3	468

Conclusions based on this data:

Due to school closures in March of 2020, our third through fifth grade students were not given to opportunity to take the CAASPP assessment in May of 2020 and May 2021 which has driven us to look at local assessments more closely for the data information needed to drive instruction. In Fall of 2020 we had an overall Proficiency of 16.1%, in Winter of 2020, we had an overall Proficiency of 17.2% and in Spring of 2021 we had an overall Proficiency of 20.7%. Our students increased overall by 4.6% in their proficiency rate over the course of the year. Currently our Fall 2021-2022 data reveals that our students regressed in comparison to State and District comparisons in Reading, except in the area of STAR Reading Spanish Proficiency Rate (District Benchmark). Elm St. School has an overall 3.4 increase as compared to the District Benchmark in STAR Spanish Reading. In Fall of 2021 we have an overall Proficiency rate of 13%. Elm St. School has an overall 3.4 increase as compared to the District Benchmark. When we look at the Leading indicators of student achievement in reading: Star Reading Proficiency Rate (District Benchmark), Elm St. School has an overall lower proficiency of 7.7%, and the Urgent Intervention group is 8.6% higher as compared to the District benchmark. In the State Benchmark, Elm St. School has an overall lower proficiency of 9.7%, and the Urgent Intervention group is 16.7% higher as compared to the state benchmark. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall higher percentage of 4.7% of students in the high growth area. Elm St. School also has an overall lower group of students in the low growth rate of 4.7% of students as compared to the District. As a site team, we are also very aware of the significant loss of instruction that took place during Distance Learning as compared to the District Benchmarks. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront of our decision making. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students, and provide the best First Instruction to our students.

School and Student Performance Data

Star Math

Elm Street School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	90	29	32%	25	28%	10	11%	26	29%	2.4	297
Grade 2	83	48	58%	18	22%	6	7%	11	13%	1.8	382
Grade 3	93	26	28%	27	29%	15	16%	25	27%	2.4	517
Grade 4	90	38	42%	23	26%	8	9%	21	23%	2.1	552
Grade 5	99	29	29%	24	24%	12	12%	34	34%	2.5	633

Conclusions based on this data:

Due to school closures in March of 2020, our third through fifth grade students were not given to opportunity to take the CAASPP assessment in May of 2020 and May 2021 which has driven us to look at local assessments more closely for the data information needed to drive instruction. In Fall of 2020 we had an overall Proficiency of 42.2%, in Winter of 2020 we had an overall Proficiency of 39.4% and in Spring of 2021 we had an overall Proficiency of 25.7%. Our students decreased overall by 16.5% in their proficiency rate over the course of the year. Currently our Fall 2021-2022 data reveals that our students regressed in comparison to State and District comparisons in Math STAR 360 data. When we look at the Leading indicators of student achievement in Math: Star Math Proficiency Rate (District Benchmark), Elm St. School has an overall lower proficiency of 8.1%, and the Urgent Intervention group is 4.9% greater as compared to the District benchmark. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 8.8% of students in the high and typical growth area. Elm St. School also has an overall larger group of students in the low growth rate of 8.8% of students as compared to the District. As a site team, we are also very aware of the significant loss of instruction that took place during Distance Learning as compared to the District Benchmarks. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront of our decision making. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students, and provide the best First Instruction.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts (ELA)	<p>2018-2019 CAASPP Results by Grade Level:</p> <p>Grade 3 - 15% of students scored in the met/exceeded CAASPP score range Grade 4 - 27% of students scored in the met/exceeded CAASPP score ranges Grade 5 - 24% of students scored in the met/exceeded CAASPP score ranges</p> <p>Overall, in grades 3-5, 22% of students scored in the met/exceeded range on the CAASPP.</p>	<p>Grade 3: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.</p> <p>Grade 4: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.</p> <p>Grade 5: Students will demonstrate growth by moving one or two levels across the different bands in the ELA</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.
CAASPP Mathematics	<p>2018-2019 CAASPP Results by Grade Level:</p> <p>Grade 3 - 15% of students scored in the met/exceeded CAASPP score ranges</p> <p>Grade 4 - 15% of students scored in the met/exceeded CAASPP score ranges</p> <p>Grade 5 - 6% of students scored in the met/exceeded CAASPP score ranges</p> <p>Overall as a school, 12% of students scored in the met/exceeded CAASPP score ranges in grades 3rd-5th.</p>	<p>Grade 3: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.</p> <p>Grade 4: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.</p> <p>Grade 5: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.</p>
ELPAC - Reclassification	In the 2020-21 school year, 1 English Language Learner (ELL) met the CELDT/ELPAC criteria and was reclassified.	
STAR Early Literacy (Fall 2021)	<p>The percentage of students who scored At or Above:</p> <p>Kindergarten: English - 7% & Spanish- 22%</p>	Kindergarten : At the end of each trimester, students will increase 10% on their STAR 360 Early Literacy benchmark

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 1: English- 10% & Spanish - 17%</p>	<p>in English & Spanish. In addition 75% of all students will read CVC words in English and Spanish with 80% accuracy with prompting and support.</p> <p>Grade 1: At the end of each trimester, students will increase 10% on their STAR 360 Early Literacy benchmark in English & Spanish</p>
STAR Reading (Fall 2021)	<p>The percentage of students who scored At or Above:</p> <p>Grade 2: English - 17% & Spanish 38%</p> <p>Grade 3: English - 14% & Spanish 34%</p> <p>Grade 4: English 19% & Spanish 50%</p> <p>Grade 5: English -17% & Spanish 55%</p>	<p>Grade 2: At the end of each trimester, students will increase 10% on their STAR 360 Reading benchmark in English & Spanish</p> <p>Grade 3: At the end of each trimester, students will increase 10% on their STAR 360 Reading benchmark in English & Spanish</p> <p>Grade 4: At the end of each trimester, students will increase 25% on their STAR 360 Reading benchmark in English & Spanish</p> <p>Grade 5: At the end of each trimester, students will increase 25% on their STAR 360 Reading benchmark in English & Spanish</p>
STAR Math (Fall 2021)	<p>The percentage of students who scored At or Above:</p> <p>Grade 1: English- 0%</p> <p>Grade 2: English - 0%</p> <p>Grade 3: English - 1%</p> <p>Grade 4: English - 0%</p>	<p>Grade 1: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark.</p> <p>Grade 2: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 5: English - 0%	<p>Grade 3: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark.</p> <p>Grade 4: . At the end of each trimester, students will increase 25% on their STAR 360 Math benchmark.</p> <p>Grade 5: At the end of each trimester, students will increase 25% on their STAR 360 Math benchmark.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide time, through grade level collaboration meetings for teachers to consistently meet bi-monthly in a Professional Learning Community (PLC) forum for at least one hour to collaborate in order to increase the capacity of teachers to deliver effective data-driven instruction and to provide opportunities for teachers to collaborate to improve teaching and learning. Grade level collaboration is also a critical component of the Student Study Team process in order to share concerns regarding students, and provide intervention supports. Teachers develop intervention opportunities for struggling students, and once intervention data has been analyzed the next step would be to follow up with Student Study Team process to document concerns and follow through with next steps to support students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure the appropriate time for language arts, mathematics, and ELD instruction at each grade level by monitoring daily classroom schedules and classroom visits. Principal is also monitoring rigorous first instruction during classroom visits. Teachers have also implemented progress monitoring, and are using the Group Intervention Tracking Form to review post assessments and next steps. As a result of the implementing the Progress Monitoring, the fourth and fifth grade teachers are administering the STAR 260 at the end of their 6-8 week cycle of intervention. The data will give teachers information for their next steps of intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Kindergarten Students

Strategy/Activity

Provide Kindergarten instructional support through the hiring of two (2) para-educators to augment the teaching and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Walkie-Talkie's will be maintained for communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

LCFF - Intervention
5000-5999: Services And Other Operating Expenditures
Walkie-Talkie Repairs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will continue implementation and monitoring of Accelerated Reader (AR), MyOn and Lexia programs for use by all students in grades K-5 to access non-fiction and fiction reading material. Lexia is an application focused on reading provided by the district, so that students can focus on skills they need to target based on the auto placement test. A greater emphasis will be on providing academic incentives to students, so that students stay motivated to meet their AR and Lexia goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000.00

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Academic Incentives

District Funded

AR contract

District Funded

	MyOn contract
	District Funded
	Lexia

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will ensure the full implementation of the district adopted Wonders/Maraviillas ELA/ELD curriculum, and My Math mathematics curriculum, assessments, and support the CCSS for reading, ELD, and mathematics. In Grades Kindergarten, First, Second and third grade the implementation of the Dual Language Immersion (DLI) Biliteracy Unit Frameworks (BUF) will be implemented with fidelity. Focusing on the Priority Standards continues to be an area that the Elm St. School staff will continue to implement. The Special Education team also communicates with the regular education classroom teacher to ensure that our Special Education students are receiving support with CCSS. During IEP meetings we ensure the accommodations and modifications are closely reviewed and adjusted, so that our students receive what they need to be successful. During our Staff Development Day in October, we also reviewed the Literacy Continuum by Fountas and Pinnell. The initial work with using the Literacy Continuum took place over the three days of summer professional development. Elm wanted to dive a little deeper and ensure we are providing rigorous first instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,157.00	Title I 4000-4999: Books And Supplies Books Other than Textbooks: Supplies for hands on activities
9,259.00	Title I 4000-4999: Books And Supplies Warehouse Charges
10,665.67	LCFF - Intervention 4000-4999: Books And Supplies Warehouse Charges

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of Kindergarten through 5th grades Dual Language Immersion classes following the district's English Learner Master Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Kindergarten through fifth grade students

Strategy/Activity

Enrich the library with English and Spanish reading books with an emphasis on completing sets or a series.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000.00

LCFF - Intervention
4000-4999: Books And Supplies
Enrich the library with English & Spanish reading books with an emphasis on completing sets or a series.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

District Technology Technician will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries: District Technology
Technician

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure confidentiality of documents and sensitive student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,000.00

LCFF - Intervention
5800: Professional/Consulting Services And
Operating Expenditures
Shred It Services

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Kindergarten through second grade students, the initial focus will be in the primary grades.

Strategy/Activity

Elm has two Instructional Support Providers (ISP) to provide small group reading intervention through Leveled Literacy Intervention (LLI).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,184.00	LCFF 1000-1999: Certificated Personnel Salaries Certificated Salaries: Instructional Support Provider
29,184.00	Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries: Instructional Support Provider

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use of publication services to support student instruction in the printing of materials. ELA, Mathematics, and ELD CCSS materials will be printed for teachers to access in implementation of systematic instruction using district adopted curriculum materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title I 5000-5999: Services And Other Operating Expenditures Graphics and Publications

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Subscriptions and Applications for devices will be purchased to enhance instruction and provide intervention when necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15,000.00

Source(s)

LCFF - Intervention
5000-5999: Services And Other Operating
Expenditures
Subscriptions and Applications

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will continue implementation and monitoring of ST Math. ST Math is an application focused on mathematics provided by the district, so that students can focus on skills they need to target based on the auto placement test. A greater emphasis will be on providing academic incentives to students, so that students stay motivated to meet their ST Math goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000.00

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Academic Incentives

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The STAR 360 Early Literacy, Reading, and Mathematics assessments will be administered at least 3 times a year to progress monitor students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Special Education students are being served by two of our Resource Specialist Teachers and the Speech and Language Therapist. Special Education students are also included with RTI, Tier 1 taking place within the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Second through fifth grade students

Strategy/Activity

The Interim Assessment Block (IAB) for English Language Arts and Mathematics will be administered to 3rd-5th grade students 3 times a year. Staff will input assessment results into Q, evaluate, and analyze results and use the information to inform instructional decisions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
Curriculum assessments

District Funded

Strategy/Activity 18**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

iPads will be used to increase academics in language arts, mathematics, and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

District 1:1 initiative

Strategy/Activity 19**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of systematic instruction on writing process K-5 based on writing standards using district adopted language arts curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

4000-4999: Books And Supplies
Curriculum

Strategy/Activity 20**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The district has hired Literacy Intervention Teachers (LIT) for each school site to provide extra support in English Language Arts to our students. The LIT Teacher will be using Leveled Literacy Intervention (LLI) to provide extra support to students identified through our Multi-Tiered Support System. The initial emphasis will be to provide small group instruction to first and second grade students. Our LIT teacher is also guiding and supporting our ISP Teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Certificated Salaries

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library Media Technician to upkeep school library and promote reading to all students K-5 in addition to ensuring all teachers have district adopted curriculum for instruction and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries: Library Media Technician

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Copy machines, laminator and duplo will be maintained for instructional support use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Centralized Services 5800: Professional/Consulting Services And Operating Expenditures Maintenance Agreements
1,000.00	LCFF - Intervention 4000-4999: Books And Supplies Laminating Film
1,000.00	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Laminating Maintenance Agreement
1,000.00	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreement

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

PE Equipment will be purchased so that students can take full advantage of our blacktop and grass area. In addition, students can participate in group activities to promote a healthy, active lifestyle. We are also focusing on the Social Emotional Learning needs of our students and feel PE is an excellent form to address the social emotional needs of our student via physical activity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	LCFF 4000-4999: Books And Supplies PE Equipment

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Purchase and replacement of computer and technology equipment in order to support student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
6000-6999: Capital Outlay
Equipment

Strategy/Activity 25**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Purchase of materials & supplies and warehouse to support student instruction, which includes Artist in the Classroom and Virtual Fieldtrips.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

9,816.00

LCFF
4000-4999: Books And Supplies
Instructional Materials and Supplies

20,000.00

Title I
4000-4999: Books And Supplies
Instructional Materials and Supplies

15,000.00

LCFF - Intervention
5000-5999: Services And Other Operating
Expenditures
Artist in the Classroom & Virtual Fieldtrips

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students: DLI Program

Strategy/Activity

Provide specific DLI training and support for the 50/50 and 80/20 DLI programs and biliteracy instructional materials implementation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

No additional cost

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE Students

Strategy/Activity

GATE students will be provided differentiation of instruction within the regular education classroom to academically challenge them. Principal has started a Reading Club to include GATE identified, and a group of Non-GATE identified 4th and 5th graders. The Reading Club also includes Special Education students to ensure equity and inclusivity. The Reading Club started January 2020. Currently in the 2021-22 academic year, the 5th grade group started a Novel Study in September 2021 via Zoom, and meets twice a week for an hour. The 4th grade Reading Club will start after the 5th grade club ends their Novel Study.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Extra Cost

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional Development opportunities for all teachers in Language Arts, Mathematics, Technology and Science to fully implement curriculum. The Math Manager, Science Instructional Specialist and Technology TOSA will support teachers in the classroom for full program implementation. Elm St. School is the Academy of Environmental and Life Science & Mathematics, and extra focus and attention will be put in our strand focus to achieve our academic goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures Professional development
	District Funded 1000-1999: Certificated Personnel Salaries Technology TOSA
	District Funded 1000-1999: Certificated Personnel Salaries Math Manager
	District Funded 1000-1999: Certificated Personnel Salaries Science Instructional Specialist

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide, at minimum, 45 minutes of daily designated ELD for students within all ELPAC levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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No additional cost

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students: DLI Program

Strategy/Activity

Teaching for Biliteracy Institute will provide support for teachers on the implementation of Biliteracy Unity Frameworks (BUFS) and the implementation of biliteracy strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Teaching for Biliteracy Institute Contract

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Tutoring will happen to support students struggling in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000.00

Title I
1000-1999: Certificated Personnel Salaries
Tutoring

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

Provide K-5 teachers with professional development on mathematical reasoning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Professional Development
	Centralized Services 5800: Professional/Consulting Services And Operating Expenditures ST Math

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to school closures in March of 2020, our third through fifth grade students were not given to opportunity to take the CAASPP assessment in May of 2020 and May 2021 which has driven us to look at local assessments more closely for the data information needed to drive instruction. Meeting as grade level teams and focusing on the Professional Learning Community cycle of inquiry guides teachers, and the data at Elm St. School confirmed the importance of meeting in Professional Learning communities with fidelity. Teacher collaboration by grade level was provided at least once a month after-school to be able to collaborate on best teaching practices and monitor student growth with fidelity. Our current STAR 360 data in Early Literacy, Reading and Math reflects the challenges the Elm St. School community has encountered through Distance Learning. The Principal will hold a Leadership Team meeting the first Monday of the month followed by a PLC meeting. There will only be two Staff meetings a month and the rest of the Staff Meetings will be dedicated to PLC/grade level meetings. During the 2021-22 academic year, two Instructional Support Providers will be hired to continue with Tier 2 intervention as well as providing support to teachers to meet for PLC collaboration once a month with Principal. We will also keep the new Oxnard School District Student Profile at the forefront to ensure we are meeting the needs of the whole child for future success.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our current STAR 360 data in ,Early Literacy, Reading and Math reflects the challenges the Elm St. School community has encountered through the closing of school due to the COVID-19 Pandemic and Distance Learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Instructional Leader is documenting a systematic approach to visiting classrooms to focus on School-Wide Goals, and the Instructional "Look Fors" in order to give immediate positive feedback. Instructional Leaders goal is visit each grade level a week and take anecdotal notes in order to observe daily routines and teaching practices, and provide support and guidance to ensure Common Core State Standards are being taught with fidelity at a rigorous level.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	School suspension rate was 0%, less than 1%.	Continue to maintain 1% or lower suspension rate.
Attendance	Continue to monitor attendance via SARB hearings at the site and district level. The ORC and Attendance Technician will continue early intervention by meeting with families to discuss importance of regular attendance. Attendance was a major focus during Distance Learning and we maintained a high attendance rate which kept increasing from month to month. ADA was 96%.	Maintain a 97% ADA via parent mini-SARB meetings at the site level and communication from school to home on the importance of attendance. Multiple home visits were a key factor to increase improved attendance from month to month.
Office Discipline Referrals	Use PBIS and counselor support to continue to promote positive behavior. Office discipline referrals were 1%.	Reduce office discipline referrals by 10% through the use of office discipline referral forms which facilitate more teacher interventions, and ongoing PBIS training for all staff.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor, Attendance Technician, and Outreach Consultant (ORC) to provide support for students and families in the areas of attendance, community resources and resiliency.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Centralized Services 2000-2999: Classified Personnel Salaries Classified salary: Outreach Consultant
	Centralized Services 2000-2999: Classified Personnel Salaries Certificated Salary: School Counselor
	Centralized Services 2000-2999: Classified Personnel Salaries Classified Salary: Attendance Technician

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of academic incentive programs and trimester awards recognition in the classroom to encourage academic excellence.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

LCFF - Intervention
4000-4999: Books And Supplies
Academic Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

CHAMPS expectation assemblies will be held to set and review expectations led by fifth grade student leaders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

CHAMPS Program

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement and monitor appropriate behaviors school-wide through continued implementation of PBIS and CHAMPS. The PBIS Committee will meet monthly with the Leadership Team to discuss next steps for campus wide implementation and teacher requests for behavior support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor and ORC to coordinate and provide drug, alcohol, tobacco, and bullying prevention education (i.e. Red Ribbon Week, Unity Day, Straight Up, FNL, and Never give up, Encourage others and Do your best (through NED Assembly).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF - Intervention 4000-4999: Books And Supplies Red Ribbon Week Incentives
	School Counselor (see goal 2, action1)
	ORC (see goal 2, action 1)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Review and update Comprehensive Safe School Plan (CSSP) annually with Safety Committee, Elm St. School Staff, SSC & ELAC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students. Extra focus and attention is given to at risk students, Special Education students, Foster and Homeless student population to ensure wrap around services.

Strategy/Activity

The School Counselor and Outreach Coordinator will provide support to students and families in the early evening hours. We want to ensure that we are able to provide services to students once families get home from work, and are not able to be reached during the normal school hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Title I 1000-1999: Certificated Personnel Salaries Counselor
1,965.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Benefits
2,000.00	Title I 2000-2999: Classified Personnel Salaries ORC
1,818.00	Title I 1000-1999: Certificated Personnel Salaries Classified Benefits

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Share safety drill assessment results with staff and additionally with parents during site meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students. Extra focus and attention is given to at risk students, Special Education students, Foster and Homeless student population to ensure wrap around services.

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups. Counseling services will be referred to community agencies at the discretion of school counselor. Ventura County Behavioral Health Agency with the staff of Logrando Bienestar/Achieving Well-Being has been an instrumental component to provide services for our Elm St. School Community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

School Counselor (see goal 2, action 1)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data will be monitored at intervals throughout the year to ensure Restorative Justice practices are effective practices and lowering suspension rates.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The staff will follow the Multi-Tiered System of Supports (MTSS) process for behavior and social-emotional issues. The PBIS Committee will evaluate the MTSS Pyramid and give suggestions to teachers for behavior support in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in monthly fire drills, one earthquake drill a trimester and a lockdown drill annually to ensure our safety procedures are appropriate. Elm St. School participates in the California Great Shake Out (Earthquake Drill) in October to be in solidarity with California and ensure we are following safety procedures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in a Priority 1 and a Priority 2 lockdown drill at least once a year with support from Oxnard Police Department.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Safety Committee will review, update and monitor the Comprehensive Safe School Plan and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The School Counselor, Attendance Technician and Outreach Consultant (ORC) will monitor student attendance. Support to all students and families will be provided community resources, to

those families that need extra support. Home visit have been instrumental in ensuring our students attend school regularly by talking to the families about consistent attendance. Attendance rates improved from month to month, which was a positive outcome of home visits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ORC (see goal 2, action 1)
	School Counselor (see goal 2, action1)
	Attendance Technician (see goal 2, action 1)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Employ 5 Campus Supervisors. Campus Supervisors will monitor students before school, ingress, all recesses, lunches, dismissal, and egress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries
1,000.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Monthly Meetings
304.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Referrals will be made to School Counselor, and Outreach Consultant (ORC) when necessary to support students and families by providing access to community services/wrap around services. Referral process will be through teachers, Coordinated Student Team (CST) or Student Success Team (SST).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty input boxes for Amount(s)]

Source(s)

ORC (see goal 2, action 1)
School Counselor (see goal 2, action 1)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

CHAMPS posters will be posted in classrooms and common areas for clear behavioral expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty input boxes for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will be trained on Digital Citizenship and internet safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Classrooms and campus grounds will be kept in good and clean repair to ensure a safe learning environment. The Custodial team at Elm St. School has been instrumental in providing a safe and especially a clean environment by placing extra attention to detail in this time during the COVID-19 Pandemic.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

2,000.00

LCFF - Intervention
2000-2999: Classified Personnel Salaries
Custodial Over time

608.00

LCFF - Intervention
2000-2999: Classified Personnel Salaries
Classified Benefits

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor will support teachers and students to complete Panorama Survey. Students will participate in the Panorama Survey (Kindergarten to Fifth Grade). Families will participate in the California School Parent Survey, and the staff will participate in California School Staff Survey for additional data collection related to social-emotional health.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

School Counselor (see goal 2, action 1)

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Our School Counselor lead is in a Community Circle during our Staff Development Day prior to school starting. As a staff we recognize the importance of implementing Community Circles into the classroom, on a regular basis, to address the social emotional needs of all of our students. The Pandemic has created new stressors and we need to address the social emotional toll it has taken on our student population. Community Circles are a positive outlet for students to share their feelings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Fifth Grade Students Only

Strategy/Activity

School Counselor will lead after school clubs for students to participate in school activities: Leopards Spotlight Newspaper and Student Leaders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

[Empty box for Amount(s)]

School Counselor (see goal 2, action 1)

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The CST committee and SST committee will meet monthly or as often as needed to address the needs of the students. The CST and SST committee will meet to discuss student needs based on teacher referrals. The CST Strategies will be developed and implemented in the classroom with support from School Counselor and District Behavior Team.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ORC (see goal 2, action 1)

[Empty box for Amount(s)]

School Counselor (see goal 2, action 1)

District Funded
1000-1999: Certificated Personnel Salaries
District Behavior Specialist Team

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide professional development to all staff in CHAMPS for positive behavior support interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Professional development

School Counselor (see goal 2, action 1)

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students with an extra focus on Special Education, Foster and Homeless youth.

Strategy/Activity

All staff working with students with special needs will receive NCPI training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Professional development

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the Pandemic an extra emphasis has been put on the social emotional well being of our student population. As a staff we recognize the importance of implementing Community Circles into the classroom, on a regular basis, to address the social emotional needs of all of our students. The Pandemic has created new stressors and we need to address the social emotional toll it has taken on our student population. Community Circles are a positive outlet for students to share their feelings. The social-emotional, health and well-being needs of students has been consistently met though the overall implementation of the strategies/activities on a consistent basis.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal in comparison to the previous year. There is no additional cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The incorporation of the Panorama Survey for Kindergarten through fifth grade students has provided valuable data. Elm St. School has had a very high percentage of third through fifth grade students participating in the survey because our School Counselor supports our teachers and students. the School Counselor blocks off time to support each classroom by blocking off time to meet with each grade level. The data collected has been shared with teachers, and our school counselor has created small groups to address the data collected from the Panorama Survey. During the 2020-2021 Academic Year, the Panorama Survey has been modified to include Kindergarten through second grade students. The Panorama Survey will be administered three times throughout the school year, with guidance and support by School Counselor.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and blackboard connect messages so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in School Sponsored Events	2020-2021 Data: Parent participation in school sponsored events as based on sign-in sheets: Back to School Night 80% ELAC Meetings average attendance was 6 SSC Meetings average attendance was 10 Fall Parent Conferences 90%	Parent participation to family events will increase by 10% as measured by parent sign-in sheets at each sponsored school event.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Update Home-School Compact and Parental Involvement Policy. Share documents with all parent committees and school community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school site will provide Loving Solutions parent classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Counselor (see goal 2, action 1)

[Empty box for Amount(s)]

ORC (see goal 2, action 1)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Fifth Grade Female students

Strategy/Activity

School Counselor will provide information and organize Mother Daughter classes for fifth grade female students and their mother/guardian. The classes are given by Ventura County Community Health Nurses Organization.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Counselor (see goal 2, action 1)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school site will provide Ventura County Behavioral Health through Logrando Bienestar/Achieving Well-Being, and provide a series of mental health workshops to parents. The mental health workshops have been scheduled to take place virtually via Zoom with a start date of January 2021.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

The main focus was for Fifth grade students and their families

Strategy/Activity

School Counselor presented A-G parent education information, along with leading hands on STEM activities for families and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Counselor (see goal 2, action 1)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

333.33

LCFF - Intervention
4000-4999: Books And Supplies
Snacks & Beverages

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students with an emphasis on English Language Learners via ELAC.

Strategy/Activity

Family involvement and input opportunities will be provided through School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings. Families of English Language Learners will be invited and encouraged to attend the Ventura County California Association of Bilingual Education (CABE) conference in the Fall. This year the CABE conference will be held virtually again on October 8, 2021. The registration is \$50 per participant.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,296.00

Title III
5000-5999: Services And Other Operating Expenditures
Ventura County CABE Conference, Virtual Conference

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

PTA parent involvement in planning and executing school activities and events will be provided and encouraged.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use of the Blackboard Connect phone calling system, written home notices, school marquee, school website, and Class Dojo account regularly for school notifications to communicate with Elm St. School families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Translators made available for Back to School Night, parent-teacher conferences or any parent meeting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified salaries
500.00	Title I 2000-2999: Classified Personnel Salaries Classified salaries
	District Funded 1000-1999: Certificated Personnel Salaries Mixteco Translator
304.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Benefits
152.00	Title I 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Childcare made available for meetings like SSC, ELAC, Coffee with the Principal and/or parent classes/workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I 2000-2999: Classified Personnel Salaries Classified Salaries

152.00

Title I
2000-2999: Classified Personnel Salaries
Classified Benefits

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

Families will provide feedback on the academic programs and English Learner needs through the EL Parent Needs Assessment survey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Encourage parents to attend IEP meetings and participate in the IEP process for students with special education needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000.00

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Substitutes for general education teachers and
RSP teacher

689.00

LCFF - Intervention
1000-1999: Certificated Personnel Salaries

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage parents to attend and participate in Student Success Team (SST) meetings to discuss strategies for students academic, speech & language, and social-emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	Title I 1000-1999: Certificated Personnel Salaries Substitutes for general education teachers and RSP teacher
689.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program (ASP) students in Kindergarten through fifth grade.

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES After School Program

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

Encourage parents to attend ELD reclassification meetings in the Fall and Spring to celebrate student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Mail was sent home to families to increase communication, and increase student engagement. Letters and packets were mailed via postal service for further communication and student engagement between the school and the home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500.00

LCFF - Intervention
5900: Communications
Postage

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth which has been consistently met through the overall implementation of the strategies/activities on a consistent basis. The strategies/activities from the 200-2021 academic year will continue during the 2021-2022 academic year to achieve the articulated goals with a few changes. Since the school closures in March 2020, we have had to conduct our parent meetings virtually via Zoom and this has been a very positive experience. Families have been able to actively participate in SSC, ELAC and Coffee with the Principal without having to leave their families, place of business or work. Families have been able to actively participate without feeling the pressure of time constraints since we are holding meetings virtually. Once school resumes, I am going to continue to offer families the opportunity to meet on the school campus or meet virtually.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal in comparison to the previous year. There is no additional cost.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

There are no changes that have been made to this goal other than now being able to connect with families virtually.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$82,672.00
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	\$193,076.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$52,192.00
Title III	\$30,480.00

Subtotal of additional federal funds included for this school: \$82,672.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$44,000.00
LCFF - Intervention	\$66,404.00

Subtotal of state or local funds included for this school: \$110,404.00

Total of federal, state, and/or local funds for this school: \$193,076.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	52,192.00	0.00
Title III	30,480.00	0.00
LCFF	44,000.00	0.00
LCFF - Intervention	66,404.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	44,000.00
LCFF - Intervention	66,404.00
Title I	52,192.00
Title III	30,480.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	29,184.00
4000-4999: Books And Supplies	LCFF	14,816.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	5,689.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	5,216.00
4000-4999: Books And Supplies	LCFF - Intervention	21,499.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	32,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	1,000.00
5900: Communications	LCFF - Intervention	500.00
1000-1999: Certificated Personnel Salaries	Title I	16,472.00

2000-2999: Classified Personnel Salaries	Title I	3,304.00
4000-4999: Books And Supplies	Title I	31,416.00
5000-5999: Services And Other Operating Expenditures	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	29,184.00
5000-5999: Services And Other Operating Expenditures	Title III	1,296.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	160,765.67
Goal 2	16,195.00
Goal 3	16,115.33

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Rosario V. Almanza	Principal
Erica Cahue, Vice President	Classroom Teacher
Praxedes Manriquez, Parliamentarian	Classroom Teacher
Ivette Zendejas	Classroom Teacher
Claudia Jimenez, Secretary	Other School Staff
Bertha Martinez, President	Parent or Community Member
Mirna Rojas	Parent or Community Member
Alberto Martinez	Parent or Community Member
Ramona Centeno	Parent or Community Member
Janeth Ramirez	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council 
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 18, 2021.

Attested:

	Principal, Rosario V. Almanza on October 18, 2021
	SSC Chairperson, Bertha Martinez on October 18, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council 
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 18, 2021.

Attested:

	Principal, Rosario V. Almanza on October 18, 2021
	SSC Chairperson, Bertha Martinez on October 18, 2021



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert J. Frank Academy of Marine Science and Engineering	56725386111850	October 18, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As described within our Vision and Mission Statement, Frank Academy is committed to providing the best educational program possible for our students. Our vision of developing tomorrow's leaders through education, empowerment, and inspiration is what we strive to do on a daily basis. At Frank, our mission is to prepare students to be academically competitive and socially competent. This includes promoting life skills such as being global thinkers, persistence and grit, innovators, and problem solvers. When students matriculate from Frank Academy, and the Oxnard School District, we expect them to be digitally competent, focused on their future, and able to demonstrate their knowledge in a myriad of ways. For our students, we want to celebrate their courage, their willingness to undertake new challenges and the skills they acquire during the educational process.

Our goal is to provide as many opportunities as possible for them to grow and learn from. Our focus for this year will continue to be: Common Core Standards, best first-instruction, use of technology, differentiated instruction, social, emotional and behavior support, and community engagement. The overall structure of this plan, from an academic setting, revolves around creating systems that allow for increased collective self-efficacy for teachers, collaboration, content knowledge, pedagogy, equity, and culturally-responsive teaching. Utilizing the experience we gained from the COVID-19 pandemic, Frank staff and students will continue to explore the priority instructional standards to develop a deep understanding of meaning and application to learning.

While academic excellence is our focus, we also encourage and teach character education as well as leadership. Emphasis is placed on student's social-emotional learning and needs that can impact and affect their education. We offer Social-Emotional Learning (SEL) support via our school counselors and our school grant with City Impact, which provides two additional adult mentors on campus five days a week. In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities once we are able to implement those again, given County and State guidelines, regarding the COVID-19 Pandemic. Our Back to School Night, ELAC, and SSC meetings, further support and foster meaningful and productive parental opportunities to participate in their child's academic and social-emotional growth. By achieving high academic standards across all content areas, supporting the social-emotional growth of our students in a safe, positive learning environment, and strengthening our home-school partnerships to increase parental involvement, R.J. Frank Academy will meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Based on classroom observations, the needs of EL Learners should continue to be a focus for this school year. Our teachers completed EL Shadowing training and are eager to continue observe English Learners in the classroom and view the amount of active engagement with English Learners. Observations from last year both in-person and via a virtual platform like Zoom highlighted the need for teachers to be trained and provided opportunities to review ELD standards and supports and what those practices look like as described in Goal 1. Classroom observations revealed the need for teachers to have more meaningful opportunities to collaborate and constantly participate in the cycle of inquiry related to the Common Core State Standards and other relevant data points such as STAR 360 data to refine best first instruction and, given the return to full in-person instruction, find new efficiencies in the curriculum that are critical to drive instruction. Classroom observations allow for sharing of best practices and follow through with school led initiatives such as Claim, Evidence, Reasoning (CERs) collaborative conversations, opportunities to respond, and critical thinking. Math continues to be an area of concern. Rigor, higher levels of depth of knowledge, and critical thinking is required so the instruction matches the standards.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

It is important to note that due to the COVID-19 Pandemic, State assessments were not administered this past year. Local and school assessments indicate the need is still there to improve instruction in the areas of ELA and Math, specifically with English Learners. Following data from past state assessment, English Learners are our lowest performers on state tests. The universality of mathematical symbols is not transferring to English and the past scores indicate a need to improve reading comprehension and literacy in order to achieve higher performance. Based on past assessment results, lessons should integrate the knowledge and skills ELLs have from another subject area into their literacy instruction. Other state and local assessments utilized to modify and improve instruction include STAR 360 for both Reading and Math as well as IABs, Writing Prompts, and, at a site-level, Common Formative Assessments within departments. Star 360 data is used to determine reading levels and math proficiency, and monitor student progress, strategic grouping, and differentiation by the teacher.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school and district use an assessment calendar with expectations for assessment. Frequent administration of specific assessments such as STAR 360 Reading and Math allow the school to adequately monitor student progress. Curriculum-embedded assessments from Study Sync and CMP3 Math can be used for diagnostic purposes and provide intervention when needed. School wide, we utilize common formative assessments and cycles of inquiry in Professional Learning Communities (PLCs) to gather data and monitor progress. These forms of assessment provide meaningful sources of information for teachers. They in turn use this information to identify what the student's comprehension level is and areas of need. Data from assessments provides valuable information on the desired learning goals. Learning goals and instruction are then modified to meet and accommodate the differences in students' learning styles and intelligences.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is set for the school year at the beginning of each year. There is specific time set aside each week for either department PLCs or all staff collaboration. Teachers meet in PLC Departments to review data and work on a focus question based on the cycle of inquiry to help drive instruction. Teachers also look at present levels of performance of students in their class to adjust units/lessons as needed to ensure the standards are being taught in a clear, intentional method that is student focused. Teachers share data and identify areas for intervention. Teachers are also afforded meaningful opportunities to participate in site-based Professional Development workshops on Tuesdays or other days indicated by the calendar. Topics for mini workshops include AVID strategies, SMART Goals, Classroom Management, STAR 360, Depth of Knowledge, and scaffolds and supports in classroom instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Using the PLC (Professional Learning Communities) model, we work collaboratively to support the use of instructional strategies aligned to current CA Common Core State Standards. The state adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers and classes provide students with multiple services and supports, which enable them to meet the standards. Within the classroom, small group intervention is used to help underperforming students. Various types of strategies (activities) and scaffolds (supports) are utilized such as interactive, graphic, and sensory to meet the needs of diverse learners. Sentence frames, word walls, graphic organizers, guided reading, and math mindset are tools utilized to accommodate differences in students' learning styles and intelligences. After school tutoring will be offered specifically for at-risk and underperforming students. Frank has two school mentors contracted through City Impact to support and guide students at-risk starting in 7th grade and following them through 8th grade. This year we will utilize two Intervention Specialists to support teachers in the classroom to allow for small group instruction and specific skill development in Math and Language Arts.

Evidence-based educational practices to raise student achievement

Frank Academy uses a variety of evidence-based educational practices to raise student achievement. Teachers provide explicit learning objectives that are tied to demonstrations of learning. Differentiation is a Tier 1 support utilized for all learners. Students are engaged in rigorous, relevant learning. Small groups instruction, clear and effective learning feedback, assessment results, and progress monitoring of goals with Lexia, ST Math, AR, and STAR 360 are some of the evidence-based practices utilized to improve student achievement. Discovery based teaching is implemented using McGraw Hill Inspire Science Curriculum in alignment with the NGSS standards. Tutoring and reteaching are used to help raise student achievement. Common Formative Assessment and common rubrics across content areas allow for strategic planning and intentional focus with students in regards to writing. Frequent checks for understanding, formative and summative data, and grade level CCSS are utilized to raise student achievement. Lessons are student-centered and have them participate in problem-solving, questioning, projects, and ask higher order thinking questions and activities (Depth of Knowledge Level 3 or 4).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are involved in school activities via School Site Council (SSC), English Language Advisory Council (ELAC), Parent Teacher Organization (PTO), parent conferences, IEPs, and Student Success Teams (SST). When county health guidelines regarding COVID-19 permit, parents are involved by organizing student events, classroom volunteers, coaching sports, and advising student clubs. There are site and district led workshops such as Project 2 Inspire and Canvas trainings.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Stakeholders are involved in the process and implementation of ConApp programs on campus. Parent/Community led groups such as our English Learners Advisory Committee play an important role on campus from volunteer opportunities to ensuring that our English Learner students' needs are met and resources are available for them. For example, the parents requested more workshops for parents and opportunities for English Learners to receive extra academic support. They participate in and attend the local California Association of Bilingual Education (CABE) Conference. Teachers organized tutoring that is specific for socioeconomically disadvantaged students and English Learners. SSC meets regularly to discuss the implementation of our school plan and monitor federal funds and expenditures to ensure they are centered on helping us meet our goals.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds are used to support underperforming students in the area of first instruction. Looking at past data, the school identified a need to improve first instruction and focus on implementing Common Core State Standards. Funds were utilized to address the learning loss from the past two school years' disruptions and learning settings (hybrid and distance learning). Categorical funds were utilized to provide tutors to both our AVID classes and our AVID Excel class for English Learners. Funds were also allocated for teachers to monitor progress, analyze data, and share best practices to ensure that our students receive academic interventions during class and after-school based on needs.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Towards the end of last year and at the start of the year our teacher leadership team reviewed all of our data. We broke it down and disaggregated multiple pieces of data by EL, race, SES and SPED. We then looked at our four five year trends to address our growth areas. We looked at cohort data as well to be able to analyze and set smart goals. Our SSC committee met and discussed key components of the SPSA twice during the start of the year and approved the SPSA in October. Our ELAC committee gave input at the start of the year with final input before approval coming in October.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to distance learning last year, many of our resources shifted. Returning to full in-person learning means we want to look at past practice and assessment to gauge needs. There was a reduction in force for clerical staff which led to a resource inequity. Shortage of substitutes, in prior years, did not allow for dedicated days set aside for teacher collaboration this. Many times, collaboration dates were cancelled as a result of no coverage.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.16%	0.08%	0%	2	1	0
African American	0.57%	0.58%	0.4%	7	7	5
Asian	2.37%	2.57%	2.3%	29	31	27
Filipino	2.04%	1.74%	1.2%	25	21	14
Hispanic/Latino	92.15%	93.04%	94.2%	1,127	1,123	1,112
Pacific Islander	0.25%	0.17%	0%	3	2	0
White	1.64%	1.16%	1.4%	20	14	16
Multiple/No Response	0.82%	0.66%	0.6%	10	8	7
Total Enrollment				1,223	1,207	1,181

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	396	408	374
Grade 7	411	391	401
Grade 8	416	408	406
Total Enrollment	1,223	1,207	1,181

Conclusions based on this data:

Frank's enrollment and demographics have remained largely unchanged from last year. The data show that the majority of our school population (94%) is of Hispanic or Latino origin, so culturally relevant activities and lessons in class are needed to involve our families and make connection to prior knowledge and background information about our students. Our enrollment has declined from 18-19 to 20-21, which in turn has impacted staffing at school.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	397	370	372	32.5%	30.7%	31.5%
Fluent English Proficient (FEP)	550	591	540	45.0%	49.0%	45.7%
Reclassified Fluent English Proficient (RFEP)	90	73	78	19.7%	18.4%	21.1%

Conclusions based on this data:

The number of English Learners continues around 30% of our student population. About 50% are either current English Learners or Reclassified (RFEP), meaning that we need to be mindful of supports and scaffolds in class to help 50% of our student population access curriculum and engage in high level learning. In 2020-2021, 20 students met the criteria to reclassify based on previous scores from those that were able to be tested in the 2019-2020 school year. Our Newcomer Academy makes up about 18% of our EL population.

One area of concern continues to be Long-Term English Learners (LTELs) as they account for 69% of our English Learner Population. For LTELs, we need to identify specific skills and domains within the ELPAC that they struggle with and work on them in multiple subject areas so they are reinforced since they are the majority of our English Learners. Complex text comprehension, engaging in conversations with peers, and justifying an opinion through writing are areas that LTEL need support and focus in.

School and Student Performance Data

Star Early Literacy

Robert J. Frank Academy of Marine Science and Engineering										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score

Conclusions based on this data:

School and Student Performance Data

Star Reading

Robert J. Frank Academy of Marine Science and Engineering											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Reading Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	327	145	44%	65	20%	37	11%	80	24%	2.2	524
Grade 7	353	150	42%	64	18%	54	15%	85	24%	2.2	578
Grade 8	341	120	35%	81	24%	56	16%	84	25%	2.3	684

Conclusions based on this data:

Based on STAR 360 data from the Spring of 20-21, much is needed in the area of literacy and reading. Roughly 1 in 4 students in each grade (25%) are at or above grade level. The area of concern is that between 35-44% of students in each grade are in need or urgent intervention, which indicates that they are performing, at minimum, two grade levels behind. Looking at the literacy continuum, and based on the data provided, our students need to be engaged at the level they are at, but with grade-level standards. The data from the Fall and Winter of that same year indicates that roughly the same number of students were at or above grade level, but more students fell into the urgent category as the year progressed. Instead of teaching grade-level standards in isolation, we need to build on prior concepts acquired and elaborate over time. Students learn by applying what they know and therefore need specific learning opportunities. The Literacy Continuum by Fountas and Pinnell states that we need to guide their attention so that learning in one area informs and supports learning in others. This means reading informs writing and should be cross-content. Practice is needed with rich, complex texts. Students need to be afforded opportunities to speak, time to process information, and expand on comprehension through writing and speaking. Intervention is needed to identify specific skills that are missing, but it needs to be designed to supplement and support grade-level instruction, not supplant.

School and Student Performance Data

Star Math

Robert J. Frank Academy of Marine Science and Engineering											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	327	115	35%	70	21%	62	19%	80	24%	2.3	659
Grade 7	313	104	33%	59	19%	53	17%	97	31%	2.5	689
Grade 8	313	88	28%	61	19%	42	13%	122	39%	2.6	726

Conclusions based on this data:

The release of the 2020 CA School Dashboard has not been determined as CAASPP testing was suspended due to the COVID-19 pandemic during spring 2021. The analysis below is based on previous on STAR 360 Math data from the Spring 2021. Math is the greatest area of concern according to the data. Though the percentage show between 24-39% are proficient, a deeper look at students identified indicates that roughly 6-8% are performing at or above benchmark according to STAR 360 data. The proficient scores are based on equivalency and are useful, but classroom observations and other indicators help to show that math continues to be an area of need. Focus is needed in analyzing the Common Core State Standards and the importance of first instruction. Teachers will continue to focus on Priority standards to mitigate the impact of school closures and disruptions from the end of the 2019-2020 and 2020-2021 school years. Student-centered lessons that focus on applying mathematical concepts and procedures to real-life situations with higher order thinking questions will require students to construct meaning rather than merely identifying information and apply formulas. Students also need to be able to support and explain their mathematical conclusions. Future data analysis should be based on summative and interim assessments for STAR 360 Math that allow teachers to see student growth, areas of concerns, and if class instructions matches what the key details and structure of the standard are. Being that teachers are focusing on Priority Instructional Standards, it is important that any assessments match those indicators to provide, real, meaningful feedback that can drive instruction.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	<p>The percentage of students who Met or Exceeded the standard for CAASPP ELA from 2018-19 (last year of available):</p> <p>6th grade students: 25% 7th grade students: 38% 8th grade students: 35%</p>	<p>CAASPP ELA</p> <p>The number of 6th grade students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 13%.</p> <p>The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 12%.</p> <p>The number of 8th grade students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 10%.</p>
CAASPP Math	<p>The percentage of students who Met or Exceeded the standard for CAASPP Math</p>	<p>CAASPP Math:</p> <p>The number of 6th grade students scoring "Met</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>from 2018-19 (last year of available):</p> <p>6th grade students: 18% 7th grade students: 15% 8th grade students: 12%</p>	<p>Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 15%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 12%. The number of 8th students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 9%.</p>
STAR 360 Reading	<p>The percentage of students who scored At or Above on the Fall 2021 Benchmark:</p> <p>6th grade students: 27% 7th grade students: 23% 8th grade students: 22%</p>	<p>Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 ELA. The percentage of students who will score At or Above benchmark will increase by:</p> <p>6th grade students: 13% 7th grade students: 12% 8th grade students: 10%</p>
STAR 360 Math	<p>The percentage of students who scored At or Above on the Fall 2021 Benchmark:</p> <p>6th grade students: 11% 7th grade students: 6% 8th grade students: 10%</p>	<p>Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 ELA. The percentage of students who will score At or Above benchmark will increase by:</p> <p>6th grade students: 15% 7th grade students: 12% 8th grade students: 9%</p>
ELPAC/Reclassification	<p>20 students reclassified in 2020-2021 based on scores from 2019-2020 data.</p>	<p>The reclassification rate will increase by at least 20% for students to reclassify based on 2021-2022 data.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional Learning Communities (PLC) will review ELA and Math performance to plan for data driven instruction at weekly meetings. Departments will use data to plan for common formative assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Teacher Extra Help

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All

Strategy/Activity

Use multiple data points to make appropriate course placements. Counselors strategically place students based off of test data, grades, past socio emotional challenges, past discipline and ELD and SPED constraints. Counselors also solicit student choice and teacher recommendations when making these placements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

District Funded

Counselor Salaries

LCFF

1000-1999: Certificated Personnel Salaries
Counselor Extra Help

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but includes the following special population groups: English Learners, Migrant, SED, Foster, Homeless, and African- American.

Strategy/Activity

School tutoring including support for Long Term English Learner (LTEL) students, homeless, African American and foster-youth. Students at-risk of not meeting standards will have high priority for the After School Program assistance and extended breaks to combat learning loss from COVID-19 closures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	ASES After School Program
	See Goal 1 Strategy 4 - LLI Program (Before and After School Intervention)
13545	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention
6000	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, Migrant, Foster, Homeless, African-American

Strategy/Activity

Increase academic success through evidence-based reading intervention program - Leveled Literacy Intervention (LLI)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Intervention Service Provider (ISP) - LLI Program Implementation

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use data analysis of assessment results through District Programs and Ellevation to inform instruction and to monitor progress. Data will be used from STAR 360, CAASPP, ELPAC, and from curriculum embedded assessments. Teachers will also use data from common formative assessments to drive instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
STAR 360

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Progress monitoring in ELA and Math using LLI, ST Math, Lexia, MyOn, STAR 360, AR, and curriculum-based assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Curriculum
	District Funded Lexia - Differentiated Literacy Instruction
	District Funded STAR 360
	LLI Program - see Strategy/Activity 4
	District Funded ST Math
	District Funded MyOn - Access to digital library of books
	District Funded AR - Monitor independent reading practice and comprehension

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

During PLC time teachers will calibrate writing, develop common rubrics, share instructional techniques, and review pacing guides. Teachers will also develop common formative assessments (CFAs) and discuss data in relation to it and other assessments such as IAB's and STAR 360 Data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Collaboration Time

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant

Strategy/Activity

Provide daily designated English Language Development for English Learner students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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District Funded

Designated ELD Period

--

LLI Program Implementation to support EL students in reading - See Goal 1 Strategy 4

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will receive professional development for ELD curriculum and implementation. Content area teachers will receive professional development in Math, Science and Social Studies for English Language Development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2600

Title III
1000-1999: Certificated Personnel Salaries
Teacher Extra Help - English 3D training

900

Title III
1000-1999: Certificated Personnel Salaries

	Teacher Extra Help - Collaboration on English 3D lessons
	Professional Development Workshops - during SIP Day and Staff Meetings - no additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

STAR 360 ELA and Math assessments will be administered three times per year to monitor student growth toward the benchmark. Teachers and administrators will analyze the data for growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	STAR 360 Program
	PLC- Collaboration time - built in

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, Migrant

Strategy/Activity

District EL TOSA (Teacher on Special Assignment) position will work with ELD staff on strategies and differentiation for our LTEL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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District Funded

EL TOSA

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will attend conferences for professional development to support site strand focus, content areas, and Positive Behavior Intervention Services, and Supports for intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3010

Title I
5000-5999: Services And Other Operating Expenditures
Travel and Conference

District Funded

Professional Development - After School Opportunities - CCSS

Collaboration Time - dedicated dates in calendar to PD Works (10/11/21)

2000

LCFF
1000-1999: Certificated Personnel Salaries
Teacher Substitutes/Floaters - Teacher Professional Development

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students, but emphasis placed on English Learners, Homeless, and SED students

Strategy/Activity

AVID electives (7) will be available for grades 6-8 to promote college readiness and implementation of AVID strategies: binder checks, Cornell Notes and WICOR Strategies. AVID Tutors will support

AVID strategies in the elective classes. Field trips to local colleges and universities will support college readiness and create a college atmosphere on campus. Professional Development for teachers and administration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14784	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistance.-Extra Help-AVID - Tutors
23335	Title I 2000-2999: Classified Personnel Salaries Instructional Assistance.-Extra Help-AVID - Tutors
3000	Title I 4000-4999: Books And Supplies Warehouse Charges - Cost of binders and AVID Supplies
2500	Title I 5000-5999: Services And Other Operating Expenditures Field Trip - Transportation
2000	Title I 5000-5999: Services And Other Operating Expenditures Services, Entrance Fees, and Operations
2000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - AVID Site Coordinator Help
1700	Title III 2000-2999: Classified Personnel Salaries Instructional Assistance - Extra Help - AVID Excel - Tutors

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students - emphasis on Special Education, SED, and GATE

Strategy/Activity

Technology online subscriptions, licenses and applications will be use to support state standards, intervention programs, enrichment activities and strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000	Title I 5000-5999: Services And Other Operating Expenditures Online Subscriptions - Flocabulary, Newsela
2000	Title III 5000-5999: Services And Other Operating Expenditures Online Subscriptions - Brain Pop

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide after school clubs, when allowable per COVID-19 restrictions for County and State, for students to participate in strand focus activities, enrichment, and sports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5500	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Enrichment Clubs
1000	Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Robotics Competitions, MESA, Sports Dues
2500	LCFF 4000-4999: Books And Supplies Materials and Supplies - Clubs

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will use data and analyze from interim Assessment Blocks (IABs) from CAASPP website to support ELA and Math standards

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2200

LCFF
1000-1999: Certificated Personnel Salaries
Teacher Extra Help - Data Analysis

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Conduct progress monitoring of English Learners and recently re-designated students as outlined in the EL Master Plan. Professional development for integrated ELD Strategies and ELPAC Preparation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title III
4000-4999: Books And Supplies
Materials and Supplies - Recognition Night for
Reclassification

2000

Title III
4000-4999: Books And Supplies
Books other than textbooks

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Fully implement the ELA and Math CCSS and ELD standards in all grade levels using the board adopted materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Curriculum

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

ELPAC Level 1s & 2s, who have been in the U.S. less than two years, a part of an academy (Newcomer's Academy) which offers an acceleration program to bring skills and language to grade level using ELD standards as quickly as possible in both Language Arts and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Two Bilingual Paraeducators for Program

900

Title III

1000-1999: Certificated Personnel Salaries

Teacher Extra Help - Collaboration and Progress Monitoring

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide AVID Excel Course for option for English Language Development to reduce LTELs - AVID Excel provides explicit instruction in English language development and academic language through reading, writing, oral language, academic vocabulary, and college readiness skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Goal 1 Strategy 13

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site and District Technology Team will support implementation of management system (Canvas) and various learning applications to support a technology-based classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

District Tech TOSAs

1517

LCFF

1000-1999: Certificated Personnel Salaries

	Teacher Extra Help - Additional Canvas Lead Hours - PD, Tutorials, and Support for teachers
9000	Title I 4000-4999: Books And Supplies Materials and Supplies - Student Headphones
	Professional Development Workshops - during SIP Day

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Special Education

Strategy/Activity

Maximize use of Promethean Board and iPads to reach English Learners and Special Education students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide student learning materials and supplies to ensure all students are prepared, ready to learn and engaged.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements - laminator, duplo, copy machines
18457	LCFF 4000-4999: Books And Supplies Materials and Supplies
3000	Title I 4000-4999: Books And Supplies Warehouse Charges
2000	Title III 4000-4999: Books And Supplies Warehouse Charges
24010	LCFF 4000-4999: Books And Supplies Warehouse Charges
2000	LCFF 5000-5999: Services And Other Operating Expenditures Publications - Graphics

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Progress monitoring via MTSS data analysis - Tier 1 interventions and SMART Goals. Review CUMs and SST data for students not making fair progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Teacher Extra Help

District Funded

Outreach Specialist

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students, but emphasis for student GATE, Foster, Homeless, SED, and English Learners

Strategy/Activity

Incentives for attendance, academics and behavior to recognize student achievement and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

10000

Source(s)

Title I
4000-4999: Books And Supplies
Materials and Supplies - Academic Incentives

Strategy/Activity 26**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Curricular field trips and accompanying resources to support the core instructional program - can be adjusted to provide virtual trips and resources that would mimic curricular trip opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Service, Entrance Fees - Field Trips (Virtual or In-person depending on restrictions)

2000

Title III
5000-5999: Services And Other Operating Expenditures
Service, Entrance Fees - Field Trips (Virtual or In-person depending on restrictions) -
Newcomer and AVID Excel

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

6th grade Jump Start Summer Session - Orient 6th graders to middle school, provide SEL support, academic intervention and preparation for middle school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Campus Assistants - Extra Help

10000

LCFF
1000-1999: Certificated Personnel Salaries
Teacher Extra Help

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Oxnard School District Professional Learning Summit - 3 days of Professional Development for teachers on Tier I instruction and support, both academically and social and emotionally.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

No Additional Cost

PD Workshops during the school year during
SIP Day and Staff Meeting Opportunities

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilize Library Tech to provide support for students in accessing literacy through the use of books and media resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Library Tech Salary

5624

Title I

2000-2999: Classified Personnel Salaries

Library Extra Help

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Homeless, African-American

Strategy/Activity

Two Intervention Service Providers (ISPs) to combat learning loss and address academic interventions through evidence-based reading intervention program - Leveled Literacy Intervention (LLI) and support in classroom

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Math manager and Science Instructional Specialist provide support to teachers through professional development throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Professional Development

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site Leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. They facilitate PLC meetings, collect data, and share out best practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5529

Title I

1000-1999: Certificated Personnel Salaries
Teacher Extra Hours

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE Students

Strategy/Activity

Students will participate in Robotics Competitions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
46000	LCFF 4000-4999: Books And Supplies Computer Equipment over \$500 - Robotics Computers
3500	Title I 4000-4999: Books And Supplies Non-Capitalized Equipment - Robotics Kits

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Frank Academy will continue to dedicate the majority of time, effort, and focus on the CCSS Curriculum and best first instruction. This school year presents unique challenges, as we continue to navigate through the COVID-19 Pandemic, and the hybrid learning situation of last school year. The disruption over the past two years makes it imperative that we focus on priority standards in ELA and Math to ensure equitable, grade level instruction is happening to help our students progress and meet them where they are at right now. Data from Fall of this year and for the 2020-2021 school year show that about 20% of our students are on grade level for ELA. As the year progresses, we want those numbers to improve, not decrease, which is unfortunately what the data showed from 2020-2021. Therefore, more focus is needed on using data to drive instruction and interventions to address the learning gaps through scaffolded and differentiated lessons throughout the year. Gaps need to be identified and addressed in the moment, so that grade level instruction can continue while supporting the areas of concern along the way. Frank will build on past momentum with Professional Learning Communities (PLCs) to align practice, collaborate, and share data. Our cycle of inquiry and common formative assessments will allow us to compare instructional practices and activities to create best, first instruction. Math is an area of focus. Currently our percentages have gone drastically down from the Spring of 2020. On average, about 9% of our students are at or above grade level for Mathematics currently. Being that mathematics is typically centered on fixed ability messages, Frank School will need to continue to develop a growth mindset with regards to math and communicate with students that their ability is math is malleable and they can continue to learn and grow. The drop in overall percentages as the year progresses indicates that we need to examine our mathematical practices to ask more higher order thinking questions that engage the students with real-world application. This thought process will allow necessary processing speed for some of our low achieving students right now and the ability for students to see that high achievement is possible. Open-ended questions with multiple steps

will allow students to use formulas, while sharing opinion and negotiating their own path to finding the answer. This will raise the level of mathematical awareness and improve instruction in the classroom.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation from 2020-2021 and the actual implementation had to do with the unknowns regarding the COVID-19 pandemic, distance learning, and a return to school/hybrid model. CAASPP testing was waived this past year, ELPAC testing was modified and therefore some of the expected outcomes and metrics were incomplete. With uncertainty as to models of learning (Distance and Hybrid) it was difficult to address both areas as there are many unknowns and variables. Many of the budgeted expenditures were to support distance learning and providing access to all students. Resources and strategies needed to shift to adjust to the current educational structure and therefore it was difficult to consistently focus on intended outcomes because models kept shifting. The pandemic also put a halt to reflective learning walks.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Many of the changes to the goals and strategies for this goal relate to the need to address the learning loss caused by the COVID-19 pandemic and the distance learning model from last year. STAR 360 in both ELA and Math will look at student proficiency levels at the beginning of the year and end of the year. This will allow for constant analysis of growth and show academic progress in a given year. The overall metric of English Learners changed as before it looked at students that scored a 4 on the ELPAC vs students that reclassified. The outcome was changed to reflect the high number of LTELs at our site and the need to emphasize the importance of passing both the ELPAC and the reading metric which is to score in the 25% percentile of STAR Reading. Strategy 3 address the need for more academic intervention with Long Term English Learners and strategy 17 allows for data review and monitoring with the end being a large Reclassification Recognition night for students and families to celebrate the importance of their achievement. Being that Math and Reading are areas of concern, we have added two additional intervention support specialists to our site to work on intervention before and after school hours as well as support within the classroom during instruction. Tier 1 and Tier 2 interventions were placed in the strategies to address the need for more intervention for our students to address gaps in reading and math and LTELs. The site will conduct Professional Development workshops in-house and during staff meetings to ensure that all teachers can attend due to a lack of available substitutes during the school day. We also plan to address the COVID-19 educational disruptions by holding a summer intercession for incoming 6th graders to adjust to middle school, allow for a smooth transition, and begin work on academic supports and interventions. This is found within our plan under Strategy 29.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	The Suspension rate for 2019-2020 (last year of CA Dashboard data) was 3.1%	The Suspension rate will decrease to 3%
Discipline Referral Totals	The overall number of discipline incidents was 2,441 for 2019-2020 (last year of complete data). The number includes classroom referrals and tardies combined.	The overall number of discipline incidents will drop by 10% or more. This number includes classroom referrals and tardies combined.
Panorama SEL Survey	The Panorama SEL Survey from Spring 2020 is used to calculate school climate and student well-being. The following indicators were reported: 57% of students in the 6th grade feel a sense of belonging at school. 43% of students in the 6th grade feel a sense of belonging at school.	The percentage of students will increase in feeling a sense of belonging by Spring 2021 Panorama SEL Survey: 6th grade - 8% 7th grade - 17% 8th grade - 12%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	48% of students in the 6th grade feel a sense of belonging at school.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilization of CHAMPS/PBIS will be campus wide. Common behavioral expectations will be developed and utilized campus wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Counselors, ORC, and Admin will monitor at risk students. Counselors will meet with students who are at risk and develop goals in order to increase success. ORC helps to monitor SST Goals and Progress

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded
	ORC Position
900	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Student discipline data will be monitored with the PBIS Team and administration to ensure school practices align with restorative practices and Safe & Civil School model

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The safety committee will review and update the Safety Plan. Safety drills will be conducted to prepare for emergency situations (Fire and Lockdown)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site counselor will assist parents and students in crisis and trauma. The counselor will also support student behavior with conflict resolution strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

School Counselors (2)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students - emphasis on Homeless, SED, and English Learners

Strategy/Activity

Utilize attendance incentives to encourage daily attendance and reduce tardiness

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Goal 1 Action 25

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Employ Campus Supervisors to monitor campus, including all buildings, and reduce student tardiness throughout entire school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Campus Assistant (7.5 employees)
30000	LCFF 2000-2999: Classified Personnel Salaries Campus Assistants (additional 1.5 employees)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

CST and SST Team will meet bi-monthly to discuss student needs based on teacher referrals and students with current SSTs. Teachers will be trained on SMART goals and data collection for intervention. Strategies will be developed and implemented in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional costs

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students will have access to the Science curriculum

Strategy/Activity

Continued use of the Risk of Sexual Activity Curriculum in Science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students groups will be supported with this monitoring process.

Strategy/Activity

Professional development will be conducted both district wide and site based on PBIS/STOIC. STOIC training will be held through Professional Learning Summit before school begins. All staff working with students with special needs will receive NCPI training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

PD Workshops during SIP Day and Staff Meeting Opportunities

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilization of WEB (Where Everyone Belongs) - WEB is a transition program that trains 8th graders to be positive role models around campus that welcome 6-7th graders and make them feel comfortable through middle school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students are able to benefit from the bullying prevention education provided.

Strategy/Activity

Bullying prevention education will be provided to students, parents and teachers through assemblies, mandated trainings and parent informational nights.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Assemblies (Anti-Bullying) Virtual or In-person depending on County and State Guidelines

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide a well-maintained, safe, and attractive learning environment for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

1000

LCFF

4000-4999: Books And Supplies
Materials and Supplies - Campus Beautification

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

SED, Foster, Homeless, English Learners, African-American

Strategy/Activity

The Opportunity classroom assists students in modifying behavior and gaining the skills necessary to function, more successfully, in the general education classroom in grades 6 through 8. It supports the individualized needs of students within a positive, safe, respectful & academically rigorous environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

Paraeducator II Position

[Empty box for Amount(s)]

District Funded

Campus Assistant

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

ASB class offered for 7th-8th Grade students to participate in. These student leadership groups will participate in activities to promote awareness of tobacco usage, drugs and alcohol, anti-bullying, and promote school spirit on campus. They will plan Red Ribbon Week activities and coordinate events with WEB leaders. ASB helps to build up positive, school culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Engage students in research-based programs and assemblies that tie into the social-emotional well-being to create a learning environment that is safe, drug-free and conducive to learning. These assemblies can happen virtually or in-person depending on county and district health guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

Title I

5000-5999: Services And Other Operating Expenditures

Service, Entrance Fees, Operations -

Assemblies (Anti-Bullying, Kindness, Vaping)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use Panorama's research-backed surveys for students, families, teachers and staff to better understand and build a positive school climate in your school district.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide lunch time activities and incentives for students to create a positive, school environment. Activities encourage positive behavior, team building, and get-to-know you opportunities to address social-emotional needs on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000

Source(s)

Title I
4000-4999: Books And Supplies
Materials and Supplies - Lunch Materials and
Incentives

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The PIBS Committee will evaluate the MTSS Pyramid and work with teachers to provide strategies for behavior support in the classroom based on the STOIC approach.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Teacher Extra Help

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Employ extra clerical support in Office to support student and family needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

60697

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Clerical/Office - OAll

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students - SED, Foster, Homeless

Strategy/Activity

Student Wellness Fair - Help students with healthy coping skills and address social-emotional needs on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title I
4000-4999: Books And Supplies
Materials and Supplies - Supplies for Wellness Fair

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Career Fair/Day - Introduce students to careers by bringing community members into the school to discuss their jobs and opportunities for students as they continue through school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1200

Source(s)

LCFF
4000-4999: Books And Supplies
Materials and Supplies - Vendor Needs

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall effectiveness of this goal was difficult to measure based on the specific metrics, due to distance learning and hybrid learning formats. There was no California Dashboard data on suspension rates, but we do know that our suspension rates drastically decreased when students finally returned to school in April. This metric only reflects the students that elected to return though and is not indicative of a normal school year with all students present. Attendance was a concern during distance learning. Home visits and SARB/SART meetings were conducted to help address this concern. We were unable to administer the CA Health Kids survey and no longer will use that metric as we have transitioned to using the Panorama Survey for both community engagement and SEL support on campus. Last year, there was a great need for social-emotional support and learning. Due to distance learning, it was difficult for students to feel connected to school and challenging for teachers to be able to monitor it. Programs that typically support a positive, safe school environment such as WEB, ASB, and after school clubs and sports were absent or greatly reduced/modified due to county and state health guidelines. The strategies/activities from last year reflected the need to provide social-emotional support for students to feel safe at school. Those areas will continue to be an emphasis this school year. A large focus has been placed on having students feel connected to school again. Many students have only stepped foot on campus for a brief period, if any, so students need opportunities to talk about feelings, participate in positive school activities, and opportunities to interact with one another.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major discrepancy between the intended implementation and the budgeted expenditures was the reduction in support staff in the office. This caused a disruption when trying to achieve the goal of checking in with students, monitoring attendance, and contacting families with regards to academic concerns and/or accessibility to resources such as WiFi or Canvas. There was also some vacant paraprofessional position for our Opportunity class last year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the lack of student data from this past year, it is difficult to gauge improvements and needs for this upcoming year as students have been adjusting to a various learning environment since March 2020. Many of the same strategies and activities still apply, but will need to be

modified or adjusted to meet the needs of students for this school year. The school did adjust the metrics/indicators and the expected outcomes. We will utilize data from 2019-2020 for suspension rates since it will be a comparable metric. We will utilize Panorama SEL survey data instead of CA Healthy Kids. Within Panorama, we identified an indicator about student's sense of belonging at school. We increased the need for more supervision on campus as the current amount of campus supervisors does not allow us to appropriately monitor areas and provide support for students. This is reflected in strategy 7 of this goal. We also added an additional Office Assistant as we identified the support staff as an area that needs to be addressed so we can appropriately support students, help them with their needs, and respond to families in a timely manner to build a strong, communicative culture on campus. This is reflected in strategy 22. Finally, in order to build a positive, safe school environment, we added behavior and attendance incentives (strategies 6 & 21) to provide activities and rewards for students that model positive behavior. With regards to providing support for our high needs students, we will be able to implement our grant with City Impact to have two full time mentors on campus five days a week to work with 7th and 8th grade students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children
 To increase volunteer opportunities so parents can assist in the classroom and on campus

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Parent Needs Survey	2021-2022 will be the baseline for this data as the Needs survey was unable to be completed due to COVID-19 Pandemic and Distance Learning model	2021-2022 will be the baseline for this data.
Average attendance at ELAC Meetings	An average of 4 parents attended ELAC Meetings.	Attendance will increase by 75% at ELAC Meetings this year.
Parent attendance at Back to School Night	2021-2022 will be the baseline for this data for Back To School Night Attendance - completed Virtually	2021-2022 will be the baseline for this data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Title I parent information presented at Back to School Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parent Compact and Title I School-Level Parent and Family Engagement Policy distributed to all parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school site via the Outreach Specialist and Counselors, will provide parent empowerment classes in the evening throughout the school year, including but not limited to Canvas, Project 2 Inspire, Technology/Internet Safety and classes for working with teenagers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Materials and Supplies - Parent Project Materials
2000	Title III 2000-2999: Classified Personnel Salaries Other Classified - Outreach OT

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be invited to Fall Parent Conferences for all students. Spring Parent Conferences will be held for students at-risk of not meeting grade level standards. Translators are for parents of EL students for any additional meetings as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title III 2000-2999: Classified Personnel Salaries Verbal Translation - Extra Help
2004	Title III 2000-2999: Classified Personnel Salaries Verbal Translation - O.T.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

SED, Homeless, English Learners

Strategy/Activity

ORC provides outreach to communities and families on a regular basis and helps to coordinate services when possible. Food care packages are distributed to families in need during designated times.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

ELAC meetings are held monthly to communicate EL student progress as well as develop plans for EL student success with parents and stakeholders.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Title I Meeting will be held to discuss the purpose of Title I funding and how it is used to close the achievement gap for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

District and Site opportunities provided for families to attend parent workshops: CAFE, Mother-Daughter, Project 2 Inspire, PIQUE, Wellness Workshops provided by school counselors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title III
5000-5999: Services And Other Operating Expenditures
Travel and Conference - CAFE

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School counselors will provide parent workshops for high school transition supporting A-G Requirements. They collaborate with the OUHSD about scholarships, high school resources, and programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Support teachers and staff with parents and being able to participate in the IEP process for students with special needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7470

Title I
1000-1999: Certificated Personnel Salaries
Teacher Substitutes/Floaters

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Extra Clerical Support in Office to support student and family needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3781

LCFF
2000-2999: Classified Personnel Salaries
Clerical Substitutes

8000

LCFF
2000-2999: Classified Personnel Salaries
Clerical O.T.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage parents to participate in Student Success Team meetings to discuss strategies for students academic and social emotional concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

See Goal 3 - Action 13

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant Students

Strategy/Activity

Encourage parents to attend ELD Reclassification Meetings in the Fall and Spring to celebrate student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

See Goal 1 Action 34***

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school campus will be an inviting and accessible area for families when meeting with school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

4000	LCFF 4000-4999: Books And Supplies Non-Capitalized Equipment - Front Office Needs
2000	LCFF 4000-4999: Books And Supplies Computer Supplies and Software
2000	Title III 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parents were provided meaningful opportunities to participate in their students' growth. Parents attended various trainings such as Canvas, Distance Learning Support, as well as Back to School Night and Parent/Teacher conferences to be involved in their students' wellbeing and education. School meeting times were held after hours to promote more parent involvement. ELAC and SSC meetings allowed parents to be a part of the decision-making process at school. All SSTs, IEPs, Parent-Teacher Meetings, and 504s were held virtually to still allow parents to be a part of the process. Families continued receiving hotspots to afford families meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19, the budget expenditures and intended implementation were difficult to implement to the fullest extent. Online applications like Zoom and Canvas allowed for parents to

still be afforded the opportunity to participate in their child's education, though there were challenges in getting parents familiar and comfortable with the applications. Not all parents signed up to receive notifications and be able to monitor student progress via Canvas. The learning curve for technology was an impediment that results in a difference between intention and actualization of the goal. The change to all virtual meetings and the cancellation of other events like the Frank Showcase caused less participation from community members.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Many of the strategies and actions will remain the same this year. We did modify times and adjust online features in an effort to increase attendance at various meetings. ELAC will utilize more resources within the meetings themselves and we changed the time slot to the mornings in an effort to reach more families. PTO did the same. The time for School Site Council was also adjusted to immediately afterschool so both parents and students that serve on the committee may remain on campus if they need to. This will also allow guests and public speakers to attend if they also have a child on campus and pick them up from school. We will continue to push online parent trainings and Zoom opportunities for parents to feel welcomed and that they are a meaningful parent of our school community.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$133,308.00
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	\$417,899.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$103,468.00
Title III	\$29,840.00

Subtotal of additional federal funds included for this school: \$133,308.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$265,546.00
LCFF - Intervention	\$19,045.00

Subtotal of state or local funds included for this school: \$284,591.00

Total of federal, state, and/or local funds for this school: \$417,899.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	103,468.00	0.00
Title III	29,840.00	0.00
LCFF	265,546.00	0.00
LCFF - Intervention	19,045.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	265,546.00
LCFF - Intervention	19,045.00
Title I	103,468.00
Title III	29,840.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	38,217.00
2000-2999: Classified Personnel Salaries	LCFF	120,262.00
4000-4999: Books And Supplies	LCFF	100,167.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,900.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	19,045.00
1000-1999: Certificated Personnel Salaries	Title I	20,999.00
2000-2999: Classified Personnel Salaries	Title I	28,959.00
4000-4999: Books And Supplies	Title I	33,000.00
5000-5999: Services And Other Operating Expenditures	Title I	20,510.00

1000-1999: Certificated Personnel Salaries	Title III	4,400.00
2000-2999: Classified Personnel Salaries	Title III	8,704.00
4000-4999: Books And Supplies	Title III	10,736.00
5000-5999: Services And Other Operating Expenditures	Title III	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	272,111.00
Goal 2	105,797.00
Goal 3	39,991.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Tyler Higa	Principal
Maybellyne Frazer	Classroom Teacher
Kristin Dodge	Classroom Teacher
Crystal Reagan	Classroom Teacher
Mark Urwick	Classroom Teacher
Amber Pergeson	Other School Staff
Yolanda Melano	Parent or Community Member
Bob Vargas	Parent or Community Member
Yanira Ortega	Parent or Community Member
Genesis Gonzalez	Secondary Student
Rayleen Gonzalez	Secondary Student
Aleshka Guillen	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Rayleen

School Site Council

Veronica

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 18, 2021.

Attested:

Tyler Higa

Principal, Tyler Higa on 10/18/2021

Rayleen

SSC Chairperson, Ms. Rayleen Gonzalez on 10/18/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Fremont Academy of Environmental Science and Innovative Design	56725386055313	October 27, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Fremont Academy is a comprehensive 6-8 school middle school where we believe that every student can succeed. We also have a strong commitment to strengthening our community with all stakeholders. Our PBIS team has also been working with staff on building common expectations and forming strong relationships with students which has also contributed to creating a safe, positive environment for our students.

This 2021-2022 school year, the Oxnard SD Student Profile will be a driving force and core focus of our work with students, staff, parents, and the community. Each area - Focused on the Future, Digital Learner, Collaborator, Innovator, Problem Solver, Achiever, and Global Thinker will be

embedded in all program and key areas of instruction. As we mold our 21st Century scholars, the Student Profile will be the pathway to preparing our students for their future.

As a collective group, the Fremont staff reflects on increasing student performance and striving to be among the high achieving schools. Therefore through our data analysis process, any low test scores have been a driving force for teachers and staff to rethink how we have been doing things and analyze best strategies and how we have been using data. The staff at Fremont Academy are working to build strong professional learning communities and collaborating with grade level and department teams to improve student learning.

Strong first instruction with high rigor, standards based lessons with effective instructional strategies, and an emphasis on analysis of data to drive instruction and intervention are the focal points for our Instructional Leadership Team and PLC work. The leadership team will facilitate this work in their PLCs and during collaboration with grade level colleagues and department chairs. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data and respond to the data are significant actions in our plan. Grade level teams have also been collaborating and planning for both lessons and short-term interventions based on data. The math department has been working with the District Math Manager to gather research on effective instructional practices for teachers and supported grade levels with data analysis of benchmark assessments.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. Teachers are also committed to providing structured extended learning opportunities for students based on analysis of data. Our plan is to provide both remediation and enrichment opportunities for students. Analysis of formative data and continued progress monitoring will provide key information for teachers to place students in correct interventions. Student monitoring meetings with grade level teams and administration will provide an additional structure for data analysis.

Students are engaged in electives connected to our strand focus of Environmental Science and Innovative Design. Robotics is offered as an elective to students as are the electives of Careers, Health and Environmental Science. Students also have the opportunity to take a Creative Writing with Arts elective in which they can enjoy the art side tied with writing.

All stakeholders must work together to support students. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes and Coffee with the Principal.

T.E.A.M. (Together Everyone Achieves More) defines our school community (teachers, staff, parents, families and students) and how we are moving as one team to improve student achievement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

In the 2020-2021 school year, there was a need to modify normal practices until students returned in person. Depending on parent choice, some students returned to In-person learning from April 2021-June 2021. In a comparison according to 2nd trimester report cards, it was noted that those students who returned to in-person learning during those months showed an increase in academic performance as evidenced by End of the Year Final report cards. Teachers noted the change in confidence as well as academic performance. Students turned in more completed assignments as well as being more participatory. It was noted through classroom walkthroughs that students who had been non-participatory on Zoom during Distance Learning were engaged in their learning. The goal of Administration is to get into classrooms on a daily basis, but no less than a weekly basis. Through classroom visits areas of schoolwide focus will continue to be identified which have included structured advisory periods, student engagement, and writing across the content areas. This also includes collaborative structures and academic language. In order to address these areas, the leadership team will focus on instruction and will facilitate PLCs and collaboration meetings through departments and/or grade levels. Leadership will continue to focus on developing protocols to analyze data, planning for writing across the curriculum, and improving student engagement through strong initial delivery of instruction.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

CAASPP data, IAB data, as well as STAR 360 data is shared and utilized with the Leadership Team at the start of the school year to initiate conversations around school target areas and student needs. With the Leadership Team, schoolwide goals are created and then shared with the staff to drive short and long term goals centered around student achievement. All content area departments create goals utilizing the CAASPP data to look at claims and targets. Teachers looked at grade level CAASPP data and cohort data.

During the course of the year, teachers will continue to use IAB data to change instruction and create CFAs based on the student performance on the IABs. The IABs are used to progress monitor student performance and to change instruction to the level of rigor for the CAASPP. Through the PLC process and collaboration days, grade levels and departments will determine which IABs to use to focus on key focus standards, specifically the claims and targets. We are continuing to work on how to convert this data analysis into a change in instructional practices.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is used to progress monitor student performance. This continues to be a process for this year. In order to more accurately monitor student progress, the STAR 360 assessments will be administered in ELA and Math and also more frequently than the required three times per year. Department chairs and grade level team leadership representatives will facilitate data discussions through PLCs. Intervention and next steps is determined through the analysis of the student data. The English Language Arts and Math departments are working on common planning and lesson studies to build strong initial delivery of instruction to increase student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers are provided the opportunity to collaborate using the PLC model on a monthly rotation as well as being provided all day collaboration opportunities with their departments throughout the year. All teams have created SMART goals in their PLCs and use these goals to drive their instruction and focus. This year grade levels across the content areas are provided collaboration time for articulation and to further increase student achievement. They work in alignment with the schoolwide goals of increased student achievement through writing across the content areas and structured advisory to increase reading comprehension. Teachers also collaborated in departments on SIP Days as well as working whole staff for common goals. Academic Vocabulary lists were created by each department for consistency and to target writing across the content areas.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs. During the current time, students have access to all core programs through on-line access as well as being provided hard copies of any materials to have at home during Distance Learning and Hybrid Learning.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Through the process of progress monitoring in PLCs, underperforming students are identified for additional resources. Content area teachers support these students through small group instruction, 1:1 instruction, as well as tutoring before and after school. Students also receive support through the Math Intervention Support Provider (ISP). Students who continue to underperform are also taken through the Cost/SST process to discuss and develop a plan for student success. They may possibly include additional psychoeducational testing to determine if students have unidentified needs. Struggling readers will be provided intensive intervention by Literacy ISPs this year using the LLI reading intervention program. A Math ISP will be hired to work with students underperforming in math.

Evidence-based educational practices to raise student achievement

Researched based strategies include teachers integrating evidence-based educational practices to raise student achievement for all students. This year in particular we are focusing on depth of knowledge questioning and the ability to move student and teacher on the continuum from one level to the next. Writing across the content areas including evidence writing is one practice that will be a continued area of focus. Focused note taking and writing in the margins are strategies that will be utilized across all content areas. Collaborative structures and the use of academic language will also be consistently used in all content areas. Progress monitoring as well as small group instruction and 1:1 student conferences during advisory will also be utilized to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Fremont parent involvement includes parent representatives on School Site Council (SSC), English Learner Advisory Committee (ELAC), District Advisory Committee, as well as DELAC. As conditions to improve in regards to COVID, Fremont looks forward to the encouragement and recruitment of parent volunteers when conditions are clear. The Fremont PTA provides parents an opportunity to participate in school programs such as Family Nights, PTA Reflections, Skate Nights, as well as participating in fundraising opportunities and deciding ways in which PTA can positively impact the school community for all students. Many of the PTA activities have been modified to be done on Zoom or are on hold until conditions improve regarding COVID protocols.

Parent trainings and workshops are offered throughout the year. They include Parent Project, The Latino Literacy Project, 2nd Cup of Coffee with the Principal workshops, as well as 8th grade parent/student workshops to assist the students in developing goals and an action plan to ensure the students promote at the end of the year. An African American Parent Committee has been established to assist African American parents with strategies to support their children in their educational career.

Parents are also encouraged to attend school events such as Back to School Night, student-led parent/teacher conferences, Academy Tours, sporting events when they are re-established, as well as Family Nights provided by the Fremont PTA. A Career Day is held annually and parents are recruited to present and volunteer to discuss and present their career to the Fremont students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Our parents, community members, teachers, staff and students are involved in the planning, implementation and evaluation of our programs. During the planning phase our leadership team, ELAC committee and SSC committee meet to discuss school goals as they pertain to our data for CAASPP, Star 360, grades, suspension rate, attendance rate and reclassification rate. During those meetings we look at cohort data and grade specific data spanning five years. The three groups establish and evaluate goals using a SMART goal approach so that goals are specific, measurable, achievable, relevant and time-bound. Our leadership students also have input on our goals and we present our goals to the community and students through webcasts, ASB presentations and grade level assemblies. The implementation of these programs is closely monitored by our leadership team through our leadership professional learning community. During that time we continuously participate in progress monitoring and revisit action items to ensure follow through and collective responsibility. Our ELAC and SSC committees meet regularly to discuss the implementation of our programs and how progress is moving along. Lastly our leadership team evaluates our programs by looking at our current reality end of the year summative data as well as our formative data. After this evaluation they bring that information back to their grade level PLC teams so that we can start the cycle of inquiry which would then lead us back to planning and goal setting once again. Our SSC and ELAC teams also work to evaluate the outcomes of our expenditures in order to form new goals and to adjust current goals and strategies along the way.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used according to state and federal guidelines to ensure success for all underperforming students. Funds are allocated for extra hourly pay for teachers to collaborate within their professional learning communities. During this time the teachers identify struggling students and develop interventions for those students during the school day. Funds are also allocated for an instructional assistant to assist in the ELD and AVID Excel classrooms. Additionally categorical funds are allocated to fund AVID tutors. We have AVID electives that serve students who are striving to be first generation college students. AVID Excel is for our Long Term English Learners who are struggling with reading, writing and the use of academic language therefore have not met the reclassification criteria. By funding the tutors we therefore ensure that students are accessing core subject with success. We have also budgeted funds to support the hire of a Math ISP to serve underperforming students in math. Lastly we allocated funds for teachers to attend the CAFE and AVID conferences. This was done to build capacity and collective teacher self efficacy as it pertains to pedagogy and equity.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The 2021-2022 Fremont SPSA was developed with the input of the Fremont Leadership Team and reviewed with school staff during Department meetings and PLC/Collaboration Days. Parents had the opportunity to discuss and provide input for the development of the SPSA during School Site Council and English Learner Advisory Committee meetings. ELAC and parent groups submitted their recommendations to the School Site Council for actions to be included in the SPSA. SPSA was presented to the School Site Council and reviewed during the October meeting. All parent committees (PTA, ELAC, SSC and PAC) participated in the development of the SPSA. School Site Council reviewed and approved the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The lack of regular teacher substitutes continues to be a challenge. By not having adequate teacher subs to cover classroom teachers during their absences, certificated staff have to cover which includes administration and sometimes counselors. This impacts instruction when there is a rotation of teachers throughout the day for coverage and creates an inconsistency in instruction. Lack of

substitutes also created challenges for other positions as well, where the principal, assistant principals, and counselors have to be taken out of their roles in order to ensure student's learning and safety. This also creates a challenge when planning Professional Development and Collaboration Days because they often end up being cancelled due to the lack of substitutes.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.09%	0.31%	0.4%	1	3	3
African American	1.88%	1.15%	1.2%	20	11	10
Asian	1.78%	1.36%	1.1%	19	13	9
Filipino	2.44%	1.88%	2.1%	26	18	18
Hispanic/Latino	86.2%	88.1%	88.1%	918	844	741
Pacific Islander	0.47%	0.1%	0.4%	5	1	3
White	5.73%	5.43%	5.7%	61	52	48
Multiple/No Response	1.41%	1.67%	1.1%	15	16	9
Total Enrollment				1,065	958	841

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	300	271	292
Grade 7	390	294	269
Grade 8	375	393	280
Total Enrollment	1,065	958	841

Conclusions based on this data:

As student enrollment fluctuates, so does the percentage by ethnicity. The largest grade last year was 7th grade. This was also the last large group after losing 6th grade to a feeder school who became a K-6 school instead of K-5. Fremont will continue to hold Academy Tours in January for elementary schools in order to promote the academy focus and highlight the positive activities going on year round. This will include AVID recruitment by the AVID Coordinator and school counselor. Fremont will continue to host the 5th Grade Math Competition to invite 5th graders from feeder schools and provide medals and trophies to those elementary math team winners. Exposing elementary students early to the middle school decreases anxiety and aides in families determining which academy focus they are interested in. Through Fremont's outstanding garden which ties into the Environmental Science focus, as well as the large recycling program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	199	166	183	18.7%	17.3%	21.8%
Fluent English Proficient (FEP)	360	347	280	33.8%	36.2%	33.3%
Reclassified Fluent English Proficient (RFEP)	66	45	44	28.7%	22.6%	26.5%

Conclusions based on this data:

In the 2018-2019 school year, there were 199 English Learners mostly in Level 3. An AVID Excel class was added to target High Level 2s and 3s and to provide the scaffolding and language development skills needed to reclassify. There was a significant increase in the number of students reclassified from 2017 to 2019. The percentage of English Learners is also going down. Currently there are 160 total English Learners in the 2019-2020 school year. The focus will continue on building those foundational reading and writing skills especially with L-TELEs to reclassify them while continuing to monitor them after reclassification. The R-FEP group is at 30% Met/Exceeded in ELA for 2018-2019 while there was not much change in moving the R-FEP group out of the Not Met band. The largest movement was from Nearly Met into Met/Exceeded. Math continues to be the focus Claim for all groups of English Learners. Evidence writing is a key target area as well as problem solving and conceptual mathematical skills.

School and Student Performance Data

Star Early Literacy

Fremont Academy of Environmental Science and Innovative Design										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score

Conclusions based on this data:

School and Student Performance Data

Star Reading

Fremont Academy of Environmental Science and Innovative Design											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Reading Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	292	111	38%	75	26%	44	15%	62	21%	2.2	553
Grade 7	255	114	45%	48	19%	33	13%	60	24%	2.1	598
Grade 8	254	94	37%	63	25%	48	19%	49	19%	2.2	679

Conclusions based on this data:

On the STAR Reading test, most students performed in the Urgent Intervention level for all grades. There were also many who scored in the intervention level. In looking at specific skill areas, most students are low in decoding and reading comprehension. This year, the ISP will work with small groups during Universal Access time in a rotation of reading groups based on ability and needs. Areas targeted will be vocabulary, decoding, and reading comprehension. The schedule will be Monday/Wednesday and Tuesday/Thursday. Fridays will be designated for social/emotional lessons and character trait lessons also including anti-bullying curriculum.

School and Student Performance Data

Star Math

Fremont Academy of Environmental Science and Innovative Design											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	291	98	34%	58	20%	46	16%	89	31%	2.4	671
Grade 7	258	84	33%	51	20%	38	15%	85	33%	2.5	693
Grade 8	259	72	28%	63	24%	45	17%	79	31%	2.5	725

Conclusions based on this data:

On the STAR 360 Math, 31% of students tested were in the urgent intervention level, 21% are at Intervention, 16% are on-watch, and 31% performed at or above benchmark. Students performing in the urgent and intervention levels will be serviced during math teacher prep periods during the day. Skills to be addressed will include factorization, multiplication concepts, long division, and other skill sets in math to strengthen the performance of students for next math assessments.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	All Students: 28.38% Met/Exceeded 6th Grade: 23.89% Met/Exceeded 7th Grade: 29.46 % Met/Exceeded 8th Grade: 30.81 % Met/Exceeded	Increase Met/Exceeded percentage by 10% (72) for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 10%
CAASPP Math Assessment	All Students: 14.02% Met/Exceeded 6th Grade: 7.51 % Met/Exceeded 7th Grade: 15.51%% Met/Exceeded 8th Grade: 17.62 % Met/Exceeded	Increase Met/Exceeded percentage by 10% (86) for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 10%
STAR 360 Reading 2021-2022 Fall Data	23.2% scored at or above the minimum benchmark proficiency (40.0%) 157 out of 677 scored at or above the minimum benchmark (40.0%)	Decrease percentage of students below 40.0% by 10% (76 students) Increase the SGP(Student Growth Percentile) by 12% points (30 students)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	363 of 615 scored at or above the typical growth (65.0%) at 59.0%	
STAR 360 Math 2021-2022 Fall Data	26.0% scored at or above the minimum benchmark proficiency (50%) 43% scored at or above the typical growth (65.0%) at 43.0%	Decrease percentage of student below 50% by 10% Increase the SGP (Student Growth Percentile) by 12% points
ELPAC and Reclassification data	In the 2020-2021 school year, 21% of EL students were reclassified.	Increase Reclassification percentage by 12%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide PLC and collaboration time for ELA and Math teachers (supported by Administration and/or District Math Manager) to develop common assessments, analyze assessment data and develop data-driven plans to support student learning. Academic conferences will be held to review data and instructional plans. IABs will be used to progress monitor the attainment of selected focus standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7348	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Sub Costs
3000	LCFF 1000-1999: Certificated Personnel Salaries

Strategy/Activity 2**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold grade level/department collaboration meetings to review data- including STAR 360, CAASPP, IAB data, and ELPAC data- at the school level, grade level, classroom level and individual student level and utilize data to inform instruction. Teachers will plan instruction, analyze data, monitor student progress and develop interventions as needed. Department chairs and grade level team leaders will facilitate PLC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Extra hours - Certificated

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide professional development opportunities for all ELA teachers to be trained to effectively utilize the curriculum and learn research based strategies to support reading and writing instruction. Site and District Administration will provide on-site curriculum support. Department chairs and grade level team leads will also provide training on Best Practices through Curriculum Cafes and Collaboration Days. Lesson Studies will be utilized to design strong lesson designs targeting first instructional lesson delivery. Para-educators will also be trained on providing support in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Subs (see goal 1, activity 1)
9708	Title I 2000-2999: Classified Personnel Salaries Extra hours - Instructional Assistants

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Utilize a co-teaching instructional model to support students with IEP services in a general education setting in both ELA and Math. Special Education teachers will be given the opportunity for department collaboration throughout the year to analyze data, student performance, and to address student needs based on IEPs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Subs (see goal 1, activity 1)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Administration and ELA Department chairs and leads will train all teachers to monitor students' reading progress through the Accelerated Reader program in both Advisory and ELA classes. The Library Tech will assist and encourage students with reading during nutrition and lunches upon return to the campus. Virtually the Library Tech will take requests from students for the implementation of the Curbside Library Checkout to ensure that students continue to have access to hard copies of books and are enabled to take AR quizzes to encourage practice in reading.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures AR Program
	District Funded 2000-2999: Classified Personnel Salaries Library Tech salary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement district-adopted math curriculum and provide professional development opportunities for math teachers to support standards-based instruction. The District Math Manager, Department chairs, and Admin will provide on-site curriculum support and provide the opportunity for PLC and collaboration time to participate in Lesson Studies to develop strong initial first math lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Subs (see goal 1, activity 1)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

A bilingual para-educator will be assigned to all ELD classes to provide additional academic support in the classroom to English Learners levels 1-3 for 50 minutes daily. The assistant will also assist in the AVID Excel classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

24,377

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Classified salaries - Instructional Assistant

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide professional development for teachers to support ELD through content-specific trainings in science, social studies and math including AVID excel.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5382

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Professional development

1717

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Conference Costs

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Administer formative district assessments, including STAR 360 and IABs to collect data for analysis during department collaboration meetings. District funded supplemental programs such as Myon, ST Math, and Lexia will also be used to build fundamental skills for mastery. This data will be

collected to progress monitor essential skills needed to scaffold for claim targets such as reading comprehension, writing fluency, and conceptual math skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Assessments

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use AVID strategies, including Focused note-taking, graphic organizers, Socratic Seminars, and interactive notebooks, and provide materials to support these activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

LCFF
4000-4999: Books And Supplies
AVID materials and supplies

9834

Title I
2000-2999: Classified Personnel Salaries
AVID Tutor salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide on-going professional development for teachers and staff focused in the areas of English Language Development and targeting EL students needs, Renaissance data analysis and reports, Academic Language and writing across the content areas, and continued mathematical mindset

training through attendance at conferences, SIP days, collaboration days, and site staff development throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference costs
6200	Title I 5800: Professional/Consulting Services And Operating Expenditures Travel and Conference costs

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administration and assigned District tech supports as well as Teacher Canvas Leads will assist and support teachers with the implementation of the Canvas Learning management system and technology based programs (i.e., Nearpod, coding, etc.) and various learning applications to facilitate technology-based classroom environments and the Illuminate data system to facilitate data-driven planning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Site Tech salary

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Instructional materials, technology and software/apps/subscriptions will support the implementation of core curriculum and state standards, intervention programs, enrichment activities and the site academy focus. Student agendas were purchased for each student and will be utilized to support organization. They will be checked on a weekly basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11051	LCFF 4000-4999: Books And Supplies Instructional Supplies/Materials
5000	Title I 4000-4999: Books And Supplies Supplemental materials

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Targeted underperforming groups

Strategy/Activity

Provide additional academic support through teacher office hours/tutoring, an after-school Homework Club, a targeted math intervention with progress monitoring data, After School Program, and intervention and enrichment opportunities targeting English Learners, at-risk students, and Homeless/Foster youth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Hours - HW Club - certificated staff
15,000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Hours - Intervention/Certificated Staff
	District Funded

	2000-2999: Classified Personnel Salaries After School Program - staff
1423	LCFF - Intervention 2000-2999: Classified Personnel Salaries Extra hours - Instructional assistant
29,042	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Intervention Support Provider

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implement incentive programs for students to be recognized for academic achievement such as Renaissance t-shirts, Praise Notes, Fun Fridays, AR incentives, and Awards Assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	LCFF 4000-4999: Books And Supplies Academic Incentives
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries - Outreach Specialist

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monitor student progress toward meeting promotion criteria and conference with at-risk students to assist in the development of goal-setting and identifying opportunities for academic support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries - Counselors
2500	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Counselor- Extra help

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain maintenance agreement for Duplo machines and Xerox machines for reproduction of instructional materials and printer repairs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreements & Xerox Maintenance Agreements

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide subs to assist with testing, collaboration, IEPs, SSTs, and other essential functions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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3,000

LCFF
1000-1999: Certificated Personnel Salaries
Sub Costs

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide enrichment opportunities to support and enhance the academy focus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

300

Source(s)

LCFF
5000-5999: Services And Other Operating
Expenditures
Extra hours - certificated staff

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Intervention Academies including 6th Grade Math and Literacy Skills and Winter and Spring Intersession for all grades.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

District Math Manager and District Science Instructional Specialist will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Subs (see goal 1, activity 1)

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Fremont ELD Team will be provided collaboration time for data analysis of English Learners and to identify students for additional intervention in before and after school tutoring as well as intersession. STAR 360 data will be used to monitor growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7258

Title III
1000-1999: Certificated Personnel Salaries
Extra hours- Certificated

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

The ELD Team will be provided the opportunity for lesson studies with District EL TOSA to build rigorous lessons targeting key areas to build language acquisition and development, as well as reading comprehension and writing in the content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Extra hours - Certificated

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Fremont Academy will continue to focus on reading comprehension and writing across content areas to strengthen reading comprehension and evidence writing. Teachers will concentrate on building student writing ability to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Math teachers will continue to focus on implementing Mathematical Mindset strategies in all grade levels. With their PLCs, departments and grade levels will collaborate to frequently analyze data from STAR 360 and IABs. Once ELPAC data is available, it will be analyzed to identify key learning targets and provide intervention to targeted English Learners. Minimal gains were made in the percentage of students who scored in the met/exceeded bands of the CAASPP for Math. This was below our 7 percent growth goal. We made gains in ELA but did not meet our 6 percent goal. The projected score was 30 and we made 28.38%. Ongoing monitoring will also enable departments and grade levels to identify through the CoST and SST process which students are in need of intensive, evidence-based small group intervention provided by the classroom teacher and ISP (Intervention Support Providers) within the day.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

More funding has been allocated for teacher collaboration this year. Teachers met with their grade level colleagues before the school year to begin planning. Teachers will use dedicated PLC time to plan together, build assessments using IABs, and analyze data. The focus will be on writing across the curriculum in all grades. Our scores on the writing claim were low for all students and English

Learners. Strong writing instruction incorporates strong reading strategies and critical thinking and supports all areas of instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In addition to using the increase in percentage of students in the met/exceeded band of the CAASPP, we will add the student growth percentile from the STAR 360 assessments. The percentage of students in the Not met band has been moving slowly. Focusing data analysis and discussions in grade level PLC meetings will keep our attention on moving students up throughout the levels.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	2 students were suspended during the 2020-2021 school year during the Hybrid Learning months of April - June 2021.	Continue to decrease the overall suspension rate from 2019-2020 of 75 students (suspension rate = 7 %).
Panorama Fall 2021 Survey Data	Fall 2021 Panorama data	Increase key areas on the survey like Teacher-Student Relationships (65%), Sense of Belonging (50%), and Emotion Regulation (44%).
Attendance Data	Fremont Academy's 2020-2021 Average Daily Attendance Rate was 95.45% during Distance and Hybrid Learning.	Increase Fremont Academy's Average Daily Attendance Rate to above 96% in 2021 - 2022.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School-wide implementation of CHAMPS/PBIS model both in the classroom and throughout the campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1,000

Source(s)

LCFF
4000-4999: Books And Supplies
CHAMPS Posters

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue to further develop and strengthen the Fremont PBIS committee (Flight Team) to guide actions relating to the improvement of school climate, provide targeted support for teachers in implementing positive behavior strategies to improve student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Extra Hours - PBIS Committee/Certificated staff

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Safety Committee will review and update the Comprehensive School Safety Plan and will conduct drills as recommended to ensure emergency preparedness for staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide attendance incentives to encourage daily and timely attendance for students to attend all classes on a regular basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF
4000-4999: Books And Supplies
Attendance Incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilize multiple campus supervisors to monitor school grounds, supervise common areas to ensure a safe school campus, and to minimize student tardies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF

2000-2999: Classified Personnel Salaries
Extra hours - Campus supervisors

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Maintain the SST/Cost process to identify student needs and develop strategies to support students in the areas of academics, behavior, social/emotional, and attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Counselor (see goal 1, activity 16)
	ORC (see goal 1, activity 15)
1500	Title I 2000-2999: Classified Personnel Salaries Extra Hours - ORC

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Survey students and staff regarding school climate and utilize feedback to guide the PBIS Committee in developing plans for ensuring an environment conducive to teaching and learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500	Title I
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Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide on-site counseling and support services for students through school counselors and outside agencies working with the school site. Counselors will provide counseling support both individually and in groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Counselor (see goal 1, activity 16)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monitor site discipline data, including referrals and suspensions, to make data-driven decisions regarding school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ensure a successful transition from middle school to high school by coordinating with local high schools for on-site registration events, participation in high school orientation events, and continued pathways in programs such as AVID.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	LCFF 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff
	Counselor (see goal 1, activity 16)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 6th Grade Students

Strategy/Activity

Ensure a successful transition from elementary school to middle school by coordinating with district elementary sites to conduct elementary schools visits to promote Fremont and encourage student interest in site programs, hosting WEB orientation and monthly WEB events for incoming 6th grade students, and participation in special education transition meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000	Title I 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff
1000	Title I 1000-1999: Certificated Personnel Salaries Extra Hours - WEB Coordinators

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Recognize students meeting school expectations through monthly character trait awards, monthly Student Profile Icon awards, weekly praise notes, and teacher specific weekly awards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000

Source(s)

LCFF
4000-4999: Books And Supplies
Character Incentives

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide a variety of extracurricular options to increase student connectedness, including WEB, ASB, and a variety of clubs including the LOVE Club, Baking Club, and Kindness Club which are offered both virtually and in-person after school and during lunches.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8500

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Extra hours - Certificated staff

1000

LCFF
4000-4999: Books And Supplies
Supplemental materials

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
16316	LCFF 2000-2999: Classified Personnel Salaries Clerical substitutes, extra hours, overtime
528	LCFF 2000-2999: Classified Personnel Salaries Extra hours - Custodial
663	LCFF 2000-2999: Classified Personnel Salaries Extra hours/overtime - Clerical

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School campus will be maintained in an orderly fashion and inspected for safety. School operational supplies will be maintained.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
30775	LCFF 5000-5999: Services And Other Operating Expenditures Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The administration, counselor and outreach coordinator along with the school PBIS team have done a lot of work and professional development on the importance of strong relationships with students. We have also done a lot of work on building common behavior expectations schoolwide with clear guidelines for success. The focus will continue to be on connecting with students and maintaining strong relationships with students especially during Distance Learning. ORCs, counselors, and administrators will continue to conduct home visits to assure that students and their families have the necessary resources to access their education virtually.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not any major differences between the intended implementation and expenditures. We have purchased materials such as Guidelines for Success posters for the PBIS team and campus assistants to develop our vision of a safer campus. We have also continued to develop guidelines for success and schoolwide behavior expectations so that students know what the expectations are regardless of grade or area within the school. This has been a major shift and part of our goal in establishing a strong school culture. ORCs will be provided additional hours in order to maintain contact and strong relationships with those student groups who are at-risk and unable to directly access school resources.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Upon students returning to campus, there will be a continued focus to decrease the number of suspensions and/or behavior referrals. The focus will be to keep students engaged and motivated to connect to their teachers and peers. The PBIS system in place has been working effectively to decrease office referrals. We are continuing to improve to support students and teachers; specifically, restructuring the common areas students congregate in, teacher training on behavior monitoring and responses, and schoolwide expectations for students. The current focus will be for all staff members to remain connected and communicate with students and their families in order to ensure that our students have the necessary resources to combat learning loss due to the pandemic.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent meetings/workshops	Zoom attendance reports and sign-in sheets once in person	5-10% of grade level enrollment or overall enrollment depending on the type of workshop or meeting in 2021-2022.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue providing essential programs and support services (e.g. parent training and education) to identified students and families through virtual learning as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5253

Title I
1000-1999: Certificated Personnel Salaries
Extra hours - Counselor

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents to strengthen home-school partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Invite parents to attend student-led parent/teacher conferences in November and February to discuss student progress and review promotion criteria. This will be done virtually until COVID safety measures change for parents to attend in-person.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Schedule "Coffee with the Principal" meetings with parents to improve home-school partnerships. Webinars will be held virtually on various topics to assist and encourage parents to remain engaged and involved in their child's educational career. This will include Watch D.O.G.S. (Dads of Great Students) to support male mentors for Fremont students such as dads, granddads, uncles, step-dads, and adult brothers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Prepare events to highlight site programs and accomplishments (Academy Tours) and share student learning opportunities with parents and community members virtually when necessary. The OSD Student Profile will be communicated and supported with parent groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3000

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administrators will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Fremont.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3982

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Host parent orientation events virtually to promote Fremont Academy, introduce parents to educational programs and encourage parent involvement for elementary to middle school transition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,000

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

2500

LCFF - Intervention
2000-2999: Classified Personnel Salaries
Extra Hours - Classified Staff

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Seek parent feedback about academic programs, EL needs and school climate through surveys including EL Needs Assessment survey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage parent participation in meetings to discuss student performance, including IEPs, SSTs and promotion meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support PTA in providing parents meaningful and productive opportunities to participate in their children's academic and social-emotional growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 8th grade students

Strategy/Activity

Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates and opportunities for parent involvement in high school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

9276

Title I
2000-2999: Classified Personnel Salaries
Extra hours - Counselor

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage parent participation in parent workshops and trainings such as Latino Literacy Project workshops, Project 2 Inspire, Parent Project, and African American Parent Advisory through a virtual platform.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4800	Title I 4000-4999: Books And Supplies Supplies for Parent Involvement
4252	Title I 2000-2999: Classified Personnel Salaries Extra Hours - ORC

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent attendance at workshops has an impact on student achievement and student engagement by providing information that is pertinent and aligned with what students are learning. Also active parents impact their child through their involvement and connection with the school. This in turn impacts student achievement. Parent participation will continue to be encouraged virtually until COVID safety measures to allow parents to attend in-person. Parents continue to express the need to be involved and attendance at Back-to-School Night was successful and a good indicator for the need that parents continue to be included as often as possible throughout the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The changes this year will include continuing to accommodate all activities virtually in order to successfully include our parents in school events. We have changed Coffee with the Principal to be more inclusive and to be representative of the guest speakers in Parent Informational Nights. Parent workshop topics will reflect the needs of the parents through surveys conducted to gather data.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We are working to increase parent involvement and attendance at all parent engagements. PTA membership has already increased as well as attendance at parent workshops and Back-to-School Night. All parent events will be through webinars and parent workshops through Zoom until COVID safety protocols are cleared for parents to attend in-person. To build Family Engagement, one strategy to elevate families as true partners with our school will be to provide a positive home contact for student families as often as possible. In recognizing that parents are truly the experts and including them in decisions and community engagement, students benefit significantly.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$89,463.00
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	\$271,985.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$74,823.00
Title III	\$14,640.00

Subtotal of additional federal funds included for this school: \$89,463.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$114,709.00
LCFF - Intervention	\$67,813.00

Subtotal of state or local funds included for this school: \$182,522.00

Total of federal, state, and/or local funds for this school: \$271,985.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	74,823.00	0.00
Title III	14,640.00	0.00
LCFF	114,709.00	0.00
LCFF - Intervention	67,813.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	114,709.00
LCFF - Intervention	67,813.00
Title I	74,823.00
Title III	14,640.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	14,982.00
2000-2999: Classified Personnel Salaries	LCFF	42,884.00
4000-4999: Books And Supplies	LCFF	22,051.00
5000-5999: Services And Other Operating Expenditures	LCFF	33,075.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,717.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	63,890.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	3,923.00
1000-1999: Certificated Personnel Salaries	Title I	24,253.00

2000-2999: Classified Personnel Salaries	Title I	34,570.00
4000-4999: Books And Supplies	Title I	9,800.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	6,200.00
1000-1999: Certificated Personnel Salaries	Title III	14,640.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	164,140.00
Goal 2	72,782.00
Goal 3	35,063.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 2 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Chantal Anderson Witherspoon	Principal
Angie Padilla	Classroom Teacher
Samuel Reveles - Secretary	Classroom Teacher
Dennis Smathers	Classroom Teacher
Julie Marquez-Gift	Other School Staff
Arturo Burciaga	Other School Staff
Lisa Postas - Chairperson	Parent or Community Member
Lucio Ruvalcaba	Parent or Community Member
Javier Jimenez	Parent or Community Member
Marlyn Morales	Secondary Student
Jaymee Sardona	Secondary Student
Marlee Gonzalez	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
Maria Luna	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10-27-21.

Attested:

	Principal, Chantal Anderson Witherspoon on 10-27-21
	SSC Chairperson, Lisa Postas on 10-27-21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norma Harrington Elementary School	56725386055297	9/22/21	11/17/21

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Harrington operates with one goal in mind: high academic achievement for all students. As a result, teachers and staff work tirelessly in order to meet the needs of all students. We know that in order for all students to achieve academic excellence, we must create a partnership with parents and community stakeholders. Additionally, we understand the value of providing students with a voice and allow our students to be part of their academic journey. Our staff is dedicated to providing students a welcoming, safe and nurturing environment conducive to learning as well as welcoming to parents and community members. We encourage students and staff to adhere to and live by our Guidelines for Success, GROWL (Great Attitude, Respectful, Ownership, Work Hard and Leadership).

Harrington School has approved a contract variance which allows teachers a common planning time

once a week. This planning time is used to reflect on first instruction as well as review student data in order to meet the needs of all students, especially English Language Learners and Special Education students. Harrington staff began foundational work in common Core Standards alignment to instruction, biliteracy unit implementation and SBAC skill development through this process. As a result, our students demonstrated growth in all academic areas. However, we still have pockets of students that have not met adequate growth and will continue to adjust our practice. As a continuum of the work done last year, this year we intend to deepen our understanding of the NGSS and Social Science Standards and link them to our English Language Arts and Math standards. This process will be strengthened with the implementation of the biliteracy units. As our biliteracy program expands through the grade levels, it is important that teachers in grades 2nd through 5th prepare for this unit design and format. While our staff continues to be guided by Common Core standards, it is our goal this year to improve and increase the overall rigor of our instructional program, providing a universal language which supports Common Core Writing Standards.

In order to meet the needs of all students, Harrington School is committed to providing staff with support in the areas of PBIS and Common Core Standards. Therefore, this year we initiated a leadership group that is linked and based in the Common Core Standards in order to facilitate the discussion and provide staff with guidance on adequate first instruction for all learners. As a continuation from last year, another leadership group provides guidance in the area of PBIS in order to maintain a culture rich with student and staff expectations and procedures. Both leadership teams understand the importance of collective efficacy and will work together on the following goals:

- Create and maintain a safe learning environment conducive to learning for all students
- Address student needs through the MTSS system and provide necessary intervention and enrichment
- Weekly collaboration to monitor student foundational skills data (reading & math) and increase rigor via the content areas of Science and Social Sciences
- Include students in their own academic journey by reviewing data with them on a more consistent basis

We are confident that with a laser-focus and increased accountability, students will have access to an exceptional, engaging and meaningful instructional program. Our staff is committed to improving our craft in order to best meet the needs of our diverse population.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations were conducted on a weekly basis. Administration used the results of the observations to provide feedback and professional development to teachers. In reflection, it was determined that more professional development was needed in the area of common core standards and depth of knowledge. The site plans to continue the work with development and understanding of all academic standards, specifically we will be establishing a more focused and targeted approach to professional development of the writing standards across all content areas. Additionally, support will be provided to kindergarten and first grade as both grades are in the biliteracy program as it pertains to implementation of the biliteracy units and assessments.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Teachers and the site instructional leaders will use both standard based formative and summative assessments to modify and adapt instruction for all learners. Specifically, teachers and site instructional leadership will review common assessments in the biliteracy units, Interim Assessment Blocks, and other standards based assessments commonly selected by the grade level in order to modify instruction. Every month, diagnostic data is reviewed via the STAR 360 platform which allows teachers make informed instructional decisions.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers and site instructional leaders will review monthly STAR reading and math data to improve first instruction in grades kinder through 5th . Additionally, STAR 360 reading and math results will be used to determine the need for intervention and enrichment. Teachers have collaboration time every week where they review assessment data to make any instructional modifications that are deemed necessary.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The District ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the District’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular material, programs and classroom management. The District works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue supporting the use of these materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and District level to ensure that instruction is aligned to current Common Core State Standards. There is a District assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. All staff development is provided based on the current needs of our students and the professional needs of our staff. Staff members are an integral part of the collaboration in determining next steps.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as an instructional leader. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers collaborate every Wednesday as determined by the site contract variance. Additionally, when subs are available, teachers are subbed out by grade levels for additional collaboration.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs. Teachers collaborate, together grade levels to maintain an appropriate pace in order to provide the necessary interventions.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials, provided for all students, are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students are provided with various services to enable underperforming students to meet standards:

- Literacy Intervention Teacher
- Differentiated Instruction across English Language Arts and Math
- Instructional Assistants in kinder for 1.5 hours
- Instructional aids such as CORE 5 and Lexia to provide extra intervention and enrichment support so that teachers are able to provide differentiation
- Canvas

Evidence-based educational practices to raise student achievement

Teacher collective efficacy is a top priority at Harrington School. The single most important factor in determining high student achievement is first instruction. Therefore, this year, teachers and staff will be provided with both professional development on common core standards based instruction and planning. The planning will include collaborating with each grade level in math and language arts.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our outreach to parents varies in approach, program offerings, and time of day to accommodate both stay at home and working parents. All our meetings are offered in English and Spanish, and Mixteco translation is available when needed. Our focus has been to engage parents in the decision making at the school as well as offer them opportunities to build their own skill to help their children succeed in school. We support a college going culture and help our parents turn a dream of college for their children into a plan that will make that dream attainable. Our ORC and school counselor organize, facilitate and present workshops that to provide our parents with opportunities to further support their students. Our school counselor also offers classes on preparing for parent conferences and dealing with adolescents.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Student Achievement data is reviewed multiple times a year with staff, parents and students (3rd-5th). Title I funding and expenditures are reviewed as well in order to determine the alignment with our SPSA goals. Additionally, site leadership, staff and parents provide input in the creation of the goals.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Parent engagement and involvement is a top priority and we understand its importance as it pertains to the overall academic achievement of our students. Therefore, we provide refreshments and prizes for parents who attend any of our meetings. Additionally, our Outreach Consultant and Counselor make themselves available to our families in cases in where families need social-emotional support, and assistance with basic needs for their students and additionally we provide translation for any parent meeting when needed.

Fiscal support (EPC)

The District receives Title I funding as we are considered a Title I District. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Site instructional collaboration with District leadership takes place, during the summer and at the start of the year in order to develop site academic goals that would improve academic achievement. Additionally, the instructional leader met with the site leadership team during the summer in order to review academic progress. The instructional leader and site teaching staff met to discuss and develop academic goals in the areas of foundation skills and Common core Standard alignment. The site instructional leader notified parents of school goals during back to school night as well as during School Site Council and the English Learner Advisory Committee meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In order to better meet the needs of our students, we need a more systematic approach to collaboration and data review. Therefore, this year we plan to become more knowledgeable and informed regarding effective Common Core Standards based first instruction and use this information to guide the collaboration that occurs during grade level and site based collaboration. This applies to our various instructional programs such as, SEI, Biliteracy, and SDC. In our district we also have a shortage of subs, which can present challenges to providing consistent quality instruction.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0.51%	0.35%	0.3%	3	2	2
Asian	0.51%	0.35%	0.2%	3	2	1
Filipino	0.68%	0.53%	0.7%	4	3	4
Hispanic/Latino	95.58%	95.76%	96.3%	562	542	564
Pacific Islander	0%	0%	0%	0	0	0
White	2.38%	2.65%	2.2%	14	15	13
Multiple/No Response	0.34%	0.35%	0.3%	2	2	2
Total Enrollment				588	566	586

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	87	98	106
Grade 1	110	84	95
Grade 2	115	104	85
Grade 3	94	108	102
Grade 4	83	91	110
Grade 5	99	81	88
Total Enrollment	588	566	586

Conclusions based on this data:

Our student enrollment is decreasing due to reasons outside of our control. Our office staff talks to parents prior upon knowledge that a student(s) is leaving our school. The reasons usually have to do with the need to relocate for personal and financial reasons.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	421	398	397	71.6%	70.3%	67.7%
Fluent English Proficient (FEP)	60	64	73	10.2%	11.3%	12.5%
Reclassified Fluent English Proficient (RFEP)	62	58	42	13.4%	13.8%	10.6%

Conclusions based on this data:

Last year, we were able to reclassify 7 students. As our staff addresses the instructional needs of our students as it pertains to their development of English, we will see an increase of students with the necessary scores to reclassify. Teachers and staff were intentional with reading first instruction for English Learners. This provided our students with the necessary skills to improve their success on the ELPAC. Students did take the ELPAC in 2020-2021 on zoom due to COVID19. Therefore we did not have all student participate due to having difficult with connections, but we will continue to work with the students to reclassify them.

School and Student Performance Data

Star Early Literacy

Norma Harrington Elementary School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	99	33	33%	28	28%	13	13%	25	25%	568
Grade 1	93	29	31%	26	28%	15	16%	23	25%	667
Grade 2	80	35	44%	23	29%	10	13%	12	15%	747

Conclusions based on this data:

Last year student were able to take the Star Early Literacy test on zoom while being on Distance Learning. The scores from last year reflected growth, however we were not sure what the testing environment were at home, or if there was any support for the students. This year were we able to test students in their classrooms. We have seen a decreased in our growth. We will continue to focus on our first instruction in order to provide students with the basic foundational skills and critical thinking skills necessary to continue to make growth in the Star Early Literacy Test.

School and Student Performance Data

Star Reading

Norma Harrington Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	77	16	21%	20	26%	12	16%	29	38%	2.7	247
Grade 3	87	25	29%	28	32%	18	21%	16	18%	2.3	298
Grade 4	103	37	36%	19	18%	12	12%	35	34%	2.4	385
Grade 5	84	26	31%	19	23%	19	23%	20	24%	2.4	488

Conclusions based on this data:

Last year our Harrington students were able to take the Star Reading test on zoom, while being on Distance Learning. Not all students were able to take the test due to a number of circumstances. All students were given hot spots to connect, but due to some environmental circumstances not all students took the test. We did see a decrease for data in those students who took the test. Our students are back on campus and we will continue to focus on first instruction in order to provide students the basic skills for making adequate growth in reading.

School and Student Performance Data

Star Math

Norma Harrington Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	91	16	18%	18	20%	16	18%	41	45%	2.9	376
Grade 2	83	29	35%	17	20%	13	16%	24	29%	2.4	421
Grade 3	94	34	36%	22	23%	11	12%	27	29%	2.3	496
Grade 4	106	36	34%	17	16%	13	12%	40	38%	2.5	562
Grade 5	82	18	22%	16	20%	12	15%	36	44%	2.8	656

Conclusions based on this data:

Last Spring students took the Star Math Test on zoom, duringon Distance Learning. This year we have tested the students in their classrooms. We have seen a decrease in our math data. We are hopeful that now that we have all the students in person we will continue to move the students across the bands with more students meeting standards.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality first instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA (18-19)	Grades 3rd-5th - Exceeded: 10.6% Met: 19.7% Nearly Met: 28.1% Not Met: 41.6%	Focus on Growth from level to level: 10% of students from each level will increase score in order to move to next level.
CAASPP Math (18-19)	Grade 3rd-5th - Exceeded: 10.6% Met: 17.9% Nearly Met: 31.9% Not Met: 39.6%	Focus on Growth from level to level: 10% of students from each level will increase score in order to move to the next level.
Reclassification	2020-2021 school year - 7 English Learners were reclassified.	Reclassify 10% of 397 Students who meet reclassification rates.
STAR 360 Early Literacy and Reading	In order to determine whether our instructional programs	Student SGP average is 50 with a 10% increased proficiency

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	and/or programs are meeting the needs of all students, we look at the Student Growth Percentile (SGP) average per grade level on the STAR 360 Early Literacy and Reading. This score compares our students' growth to the growth of their peers with the same starting points.	in Star 360 in grades 2nd-5th. In addition, students will achieve a minimum of reaching the 25th percentile since it is the minimum needed to reclassify students. Star 360 Early Literacy SGP average is 50 with 30% proficient in English in grades kinder- 1st. All students in kinder - 1st will increase by 10% proficiency on Star 360 Literacy in English.
STAR 360 Math	In order to determine whether our instructional programs and/or programs are meeting the needs of all students, we look at the Student Growth Percentile(SGP) average per grade level on the STAR 360 Math. This score compares our students' growth to the growth of their peers with the same starting points. Star 360 Math Average SGP is 50 with 16% proficient.	Class SGP average will be 50 (high Growth) with 10% increased proficiency.
STAR 360 Early Literacy Spanish	Current domain mastery is at 71%	Domain mastery will exceed 80%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will collaborate with the principal in order to identify students to receive reading intervention to targeted students in grades kindergarten to 5th. Teachers will review data with the principal from STAR 360, Lexia and ST Math to make sure students are showing adequate growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All teachers will continue implementation of best practices with emphasis on first instruction. The site will support additional collaboration time (OEA site variancee) and professional development with emphasis on writing and oracy (Academic Vocabulary linked to text) in general education and special education classrooms. The goal is to get students to grade level. Collaboration time includes teacher planning, grade level collaboration, vertical teaming, and data analysis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12160	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher extra help/ Tutoring
9840	Title III 1000-1999: Certificated Personnel Salaries Teacher extra help/ Tutoring
7000	Title III 1000-1999: Certificated Personnel Salaries Tutoring/ Focus Math
5000	Title III 1000-1999: Certificated Personnel Salaries Tutoring/ DLI Focus
5000	Title III 1000-1999: Certificated Personnel Salaries Tutoring AM/PM- Focus Essential Skills (K-1)

1667	Title I 1000-1999: Certificated Personnel Salaries Tutoring/ Focus Math
1666	Title I 1000-1999: Certificated Personnel Salaries DLI Tutoring
1667	Title I 1000-1999: Certificated Personnel Salaries Tutoring AM/PM- Focus Essential Skills (K-1)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Follow Oxnard School District assessment calendar to monitor student progress on STAR 360 Early Literacy, Reading, and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Renaissance contract

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Additional books will be provided to allow students more access to literature and nonfiction texts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3750	Title I 4000-4999: Books And Supplies DLI Books for the classroom
1000	Title I 4000-4999: Books And Supplies Books Librarian/ Book Club
3750	Title I 4000-4999: Books And Supplies SEI Books for the classroom
2250	Title I 4000-4999: Books And Supplies DLI Books for the classroom/ novels sets
5503	LCFF 4000-4999: Books And Supplies DLI Books for the classroom
2250	Title I 4000-4999: Books And Supplies SEI Books for the classroom/ novels sets
5502	LCFF 4000-4999: Books And Supplies SEI Books for the classroom
3502	LCFF 4000-4999: Books And Supplies DLI Books for the classroom/ novels sets
3502	LCFF 4000-4999: Books And Supplies SEI Books for the classroom/ novels sets
3502	LCFF 4000-4999: Books And Supplies Books Librarian/ Book Club

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use Illuminate database to provide information for teachers to collaborate regarding formative and summative assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Illuminate contract

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students will be provided with Reading and Math Enrichment and/or Intervention strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
My Lexia Core 5- Phonics and Reading

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
ST Math

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will receive Reading Intervention to support growth in literacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Literacy Intervention Teacher

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will earn incentives to promote academic achievement and positive attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF
4000-4999: Books And Supplies
Incentives-math

2000

Title I
4000-4999: Books And Supplies
Incentives-Attendance

2000

LCFF
4000-4999: Books And Supplies
Incentives

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support enrichment and experiences linked to Biliteracy Units, NGSS Science Standards, Common Core Standards, and strand focus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I

	4000-4999: Books And Supplies Enviromental Strand support
4319	LCFF 4000-4999: Books And Supplies NGSS Science, Common Core Standards supplies
2511	LCFF 4000-4999: Books And Supplies Materials and supplies
1000	LCFF 4000-4999: Books And Supplies Gate clusters/ Enrichment
1000	Title I 4000-4999: Books And Supplies Agendas

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monthly meetings will occur to monitor student progress either through the Coordinated Services Team Meetings or Student Success Team Meetings to address the emotional and academic needs of the at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 1000-1999: Certificated Personnel Salaries Teacher Subs
	District Funded 1000-1999: Certificated Personnel Salaries School counselor
1000	Title I 1000-1999: Certificated Personnel Salaries Teacher Subs
1000	LCFF 1000-1999: Certificated Personnel Salaries

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monthly STAR 360 Reading, Early Literacy, Math Assessments will be administered to monitor student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Supplemental literature, texts, and materials will be purchased to support English Language Development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000

Title I
4000-4999: Books And Supplies
Books and materials

Strategy/Activity 13**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

District Technology Technician will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified salary: Site Tech

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Replenishment of technology and equipment to ensure students have the tools they need to learn.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF
4000-4999: Books And Supplies
Projectors/TV Monitors

2000

LCFF
4000-4999: Books And Supplies
Classroom Printers/Ink

2000

LCFF
4000-4999: Books And Supplies
Replenish Laptops

5000

LCFF
4000-4999: Books And Supplies
Online Subscriptions

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will have use of the Xerox, Duplo and laminator machines. Instructional materials and supplies will be provided to support learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements and Repairs
3000	LCFF 5000-5999: Services And Other Operating Expenditures Duplo Machine
3000	LCFF 4000-4999: Books And Supplies Printech/Duplo ink/Masters-Materials
32506	LCFF 4000-4999: Books And Supplies Warehouse
5133	Title I 4000-4999: Books And Supplies Warehouse

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Leadership and PBIS will meet regularly to discuss and collaboratively develop a school plan to improve students' academic progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	Title I 1000-1999: Certificated Personnel Salaries Leadership/ PBIS extra hours for teachers
4000	LCFF 1000-1999: Certificated Personnel Salaries Leadership/ PBIS extra hours for teachers

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide para educator support to English Learners in first grade .

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1485	LCFF 2000-2999: Classified Personnel Salaries Classified Salary
1500	Title I 2000-2999: Classified Personnel Salaries Classified Salary

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Incoming kindergarten students

Strategy/Activity

Provide transition activities for incoming kindergarten students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Kinder transition workshop-Teacher extra pay
1000	LCFF 4000-4999: Books And Supplies Kinder parent transitional workshop materials

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

5th Grade Students

Strategy/Activity

Provide transition presentations to 5th grade students prior to end of the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Special Education transition meetings will be held to support students transitioning to the middle school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will attend professional development (provided by the district and including conferences) to strengthen their instructional practices. These opportunities may include: Common Core English and Spanish Standards, English Language Development, use of classroom technology, iPads and applications, foundational skills in literacy, Next Generation Science Standards, teaching for biliteracy, Math Mindset, and/or Canvas use.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I
5000-5999: Services And Other Operating Expenditures
Professional Development/Conferences

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

A music teacher will support the strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries Certificated salary: Extra Support Teacher
4000	LCFF 4000-4999: Books And Supplies Instruments

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in the After School Program

Strategy/Activity

The After School Program Administrator meets monthly with the site Principal to evaluate the program and work on correlating the after school program to the regular school day programs and services. They also work to integrate the Arts and Environmental Science focus of Harrington.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in the After School Program

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in the After School Program

Strategy/Activity

Supplemental literacy and math instruction in After School program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

3rd-5th grade students

Strategy/Activity

Student to set goals and chart STAR 360 Reading and Math scores throughout the year

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school's Accelerated Reader reading program will be supported by the Library/Media Tech. Students will earn incentives for meeting AR goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salary: Library/Media Tech
1000	LCFF 4000-4999: Books And Supplies Incentives-AR

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

In 2018-2019 year, we improved our instructional focus and targeted students in order to improve our CAASPP test scores. We saw a significant amount of growth on the CAASPP, especially with the students that teachers targeted and differentiated instruction for. Strategies such as Spring Break SBAC academy as well as after school test practice were beneficial to our students. The discussion and dialogue regarding the specific instructional changes were part of the weekly collaboration that Harrington School participates in with common planning time. This is extremely beneficial in order to sustain any strategy or activity put forth on our SPSA. Last year we contracted three intervention support providers in order to help teachers provide enrichment and intervention. However, due to sub shortages and the qualifications of the individuals, their ability to influence our instructional program was minimal. Additionally, we determined that as a school, we need to develop our knowledge of the common core standards in order to improve our first instruction, which is the best way to reach the needs of our students. Also, last year we began the biliteracy program in first grade, we also went into Distance Learning in March of 2019-2020. This year 2020- 2021 we came back from Distance Learning at 100 percent. We were not able to administer the CAASPP test or do the Spring Break SBAC academy. Therefore, we will rely on the STAR 360 in reading, math and the early literacy for data collection. We will continue to work with our data to make sure our students are making adequate growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As the school year progressed and we worked through the standards, teachers determined the need for access to materials and supplies needed to help with a focus on teaching literature and oracy through social sciences and science across grade levels, but especially with our biliteracy kindergarten classes. Consequently, we spent more money on material and supplies as well as in collaboration during the day and after school. Additionally, we did not spend some of the funds allocated for intervention as it was difficult to obtain teachers to stay after school and provide meaningful intervention. Our focus on first instruction this year will help improve our instruction in order to meet the needs of all of our students throughout the school day.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we planned to improve our first instruction and common core standard knowledge. Teachers will attend PLC's to provide more support with first instruction. Many of our strategies and/or activities set aside funds that will be used for professional development in the common core standards and collaboration for all teachers. Specifically, to support teachers on the common core advisory committee who will be creating a system of support for our teachers as they commit to the rigor necessary for teaching the Common Core Standards. Also, we will be implementing the biliteracy look fors, instructional walks throughs which will provide meaningful feedback regarding instruction and next steps as a staff.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

Develop and enforce school-wide expectations
Encourage Positive Behavior
Provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	School suspension rate was less than 1%	Continue to strive for 1% or lower suspension rate.
Attendance Rate	Current ADA was 96%.	We will strive for a 97% attendance rate.
Behavior Referrals	49 Behavior referrals were submitted	Reduce number by 10%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Leadership/PBIS Team will meet once a month to review procedures and expectations. Students will earn positive behavior incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF
4000-4999: Books And Supplies
Incentives-behavior

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students and families

Strategy/Activity

Positive Intervention and Leadership Team will improve structure and activities during unstructured times.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF
4000-4999: Books And Supplies
Recess activities /playground equipment/
CHAMPS

1000

Title I
4000-4999: Books And Supplies
PE Equipment

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students and families

Strategy/Activity

Students, staff and parents will participate in Panorama, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Classified Salary: Counselor

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue Big Deal, Little Deal and other Tier 1 Social Emotional lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Decrease loss of schooling due to suspensions and expulsions by implementing Restorative Approach, which allows students the chance to remain in class/school as opposed to losing out on learning time. Increase family interventions where appropriate. Target students with chronic absences and provide necessary support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Certificated Salary: Counselor

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Development of Safety Plan which includes safety drill schedule to support emergency readiness. Schedule and participate in practice Drills; Fire, Earthquake, Evacuation, Lockdown 1 and Lockdown 2 as well as student and family re-unification in case of a disaster at school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Additional Campus Assistant support for recess, before and after school to cover necessary bus supervision, cafeteria supervision, and crossing guard position.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

Title I
2000-2999: Classified Personnel Salaries
Playground aide extra support

2000	LCFF 2000-2999: Classified Personnel Salaries Playground aide extra support
1000	Title I 2000-2999: Classified Personnel Salaries Campus Assistant Training
2000	LCFF 4000-4999: Books And Supplies Replenish radios

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our attendance tech and Outreach Resource Consultant work hard to improve attendance all year long and as a result, we reached our goal of 97% attendance. In regards to behavior referrals, the year before COVID -19 was the baseline year and we hope to decrease the number of referrals by implementing clearer expectations during unstructured times as that seems to be the cause of most of our behavioral referrals. Additionally, our students took the Panorama Survey, which will give us more data on Growth Mindset, Self-Management, Emotional Regulation, Teacher-Student Relationship, and Sense of Belonging.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies and budgeted expenditures were spent accordingly.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, we included funds to help us purchase equipment and activities to help improve our unstructured times. We are hopeful that this will decrease the number of referrals and help students learn how to play appropriately. Additionally, with the decrease in campus assistant hour allocation,

this year we will need to pay for additional coverage from site funds. With all of the various instructional programs, the amount of overflow students, and also the structure of our school, we need more supervision than we were allotted .

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through School and District websites and social media so parents and community members are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Assess the parent participation in the various parent groups/committee and meetings. We will increase our number of parent participation by 10 parents.	We have a small group of certified and classified volunteers that serve on our three main committees (PTA, SSC, and ELAC)	Begin setting evening/late afternoon ELAC meetings. Increase attendance by 10%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hold a minimum of 6 School Site Council and ELAC meetings, each (with child care).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I
2000-2999: Classified Personnel Salaries
Child care, clerical extra help

2000

Title I
1000-1999: Certificated Personnel Salaries
Counselor extra support for parent nights

2000

LCFF
2000-2999: Classified Personnel Salaries
ORC extra support for parent nights

1000

LCFF
2000-2999: Classified Personnel Salaries
Child care, clerical extra help

5000

Title III
1000-1999: Certificated Personnel Salaries
Family Nights/Teacher Extra Help

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and Families

Strategy/Activity

Teachers will provide families with progress reports on student achievement, interventions and other goals on a weekly, monthly or quarterly basis depending on the need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parent Compact will be shared with each parent in the school to support the family/school partnership.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and Families

Strategy/Activity

School Wide communication will be provided to staff and families. School goals, student progress, events, training and parent educational opportunities will be offered bi-weekly via bulletin, phone calls, text, web site, flyers, and Twitter .

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

LCFF
5000-5999: Services And Other Operating Expenditures
Graphics/Pub

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Parents will be invited to give input for reclassification for students who qualify to be redesignated as Reclassified: Fluent English Proficient (RFEP). This year meetings will be held via Zoom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000

Title I
2000-2999: Classified Personnel Salaries
Translation

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be invited to participate in student support meetings, including SSTs, IEPs and 504s to support student achievement and social-emotional Tier 2 and 3 needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

ASP Students

Strategy/Activity

The site will organize and conduct three parent nights with a focus of engaging parents and families to support their efforts to assist their students with their academic work in the subject areas of math, language arts and science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF
1000-1999: Certificated Personnel Salaries
Family nights-Teacher extra pay

1000

LCFF
1000-1999: Certificated Personnel Salaries
Family Nights - Counselor extra pay

1000

LCFF
4000-4999: Books And Supplies
Family Nights - Materials and Supplies

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

We increased the amount of communication last year as we began to utilize text messages in the parentlink platform. Parents have been pleased with the increase in communication and as a result, their participation in events has improved. Additionally, the overall implementation of the strategies and activities will improve family involvement and engagement.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Strategies and budgeted expenditures were spent accordingly.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Since the new building was completed, parents have requested an electric marquee for the school. The district office will support Harrington with the electronical message board. This should help improve overall communication with families.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$80,973.00
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	\$211,465.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$49,133.00
Title III	\$31,840.00

Subtotal of additional federal funds included for this school: \$80,973.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$118,332.00
LCFF - Intervention	\$12,160.00

Subtotal of state or local funds included for this school: \$130,492.00

Total of federal, state, and/or local funds for this school: \$211,465.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	49,133.00	0.00
Title III	31,840.00	0.00
LCFF	118,332.00	0.00
LCFF - Intervention	12,160.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	118,332.00
LCFF - Intervention	12,160.00
Title I	49,133.00
Title III	31,840.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	9,000.00
2000-2999: Classified Personnel Salaries	LCFF	6,485.00
4000-4999: Books And Supplies	LCFF	93,847.00
5000-5999: Services And Other Operating Expenditures	LCFF	9,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	12,160.00
1000-1999: Certificated Personnel Salaries	Title I	11,500.00
2000-2999: Classified Personnel Salaries	Title I	9,500.00
4000-4999: Books And Supplies	Title I	27,133.00
5000-5999: Services And Other Operating Expenditures	Title I	1,000.00

1000-1999: Certificated Personnel Salaries

Title III

31,840.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	173,465.00
Goal 2	14,000.00
Goal 3	24,000.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Rosaura Castellanos	Principal
Fernando Hernandez	Classroom Teacher
Carmen Torres	Classroom Teacher
Veronica Oros	Classroom Teacher
Cristina Jimenez-Sanchez	Other School Staff
Liliana Caldera	Parent or Community Member
Erica Kempton	Parent or Community Member
Adriana Mendoza	Parent or Community Member
Lidia Mendoza	Parent or Community Member
Sandra Romero	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
<p>Please sign the document</p> <p style="text-align: right;">Clear</p> 	<input checked="" type="checkbox"/> School Site Council
<p>Please sign the document</p> <p style="text-align: right;">Clear</p> 	<input checked="" type="checkbox"/> English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on **9/22/21**

Attested: Principal, Rosaura Castellanos on **9/22/21**

Please sign the document

Clear



SSC Chairperson, Fernando Hernandez on 9/22/21

Please sign the document

Clear



Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

KAMALA



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kamala School	56725386055339	October 21, 2012	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Kamala is a kindergarten through eighth grade school where we believe that every student can succeed. Within our school, we have a Dual Language Immersion (DLI) program focused on building bilingual, biliterate, and bicultural students. We also have a strong commitment to strengthening our K-8 community through meaningful teacher collaboration, recess activities, spirit days and other activities. Our PBIS team has also been working with staff on building common expectations and forming strong relationships with students, which has also contributed to creating a safe, positive environment for our students.

Our commitment to the success of all students have been a driving force for teachers and staff to think critically about our instructional program and analyze how we have been using data. Low test scores and the impacts of the COVID-19 pandemic have provided a sense of urgency to this examination of our program. The staff of Kamala School are working to build strong professional learning communities and collaborating with grade level and vertical teams to improve student learning.

Strong first instruction with high rigor, standards based lessons with effective instructional strategies, and an emphasis on analysis of data to drive instruction and intervention are the focal points for our Instructional Leadership Team and PLC work. The leadership team will facilitate this work in their PLCs and during collaboration with grade level colleagues. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data and respond to the data are significant actions in our plan.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. A literacy intervention teacher (LIT) provided by the district will provide targeted reading intervention for students in all the primary grades. However, we believe that it is not in the area of pull out intervention, but rather in that of tier one instruction that we can most impact student achievement. To this end, teachers are committed to providing meaningful, differentiated learning opportunities for students during first instruction based on analysis of data. Student monitoring meetings with individual teachers and administration will provide an additional structure for data analysis.

Our DLI program is now in its eighth year with DLI students in grades K-7. All classes in kindergarten through third grade are DLI classes and teachers in K - 3 are using the designed, content-based units. Teachers in all DLI classes will continue to foster oracy and make connections between the languages for students and will ensure that students' language proficiency and academic vocabulary are a major component of designated and integrated ELD.

Students in the middle school are engaged in electives connected to our strand focus of Art and Technology. Art is offered as an elective to middle school students as are the electives of finance, careers, study skills, and environmental Science. Our art teacher does school-wide art projects that can be viewed in in our halls. Students and staff are excited to see the major art pieces the teacher is able to create with the individual pieces she receives from everyone at Kamala! In addition to these electives, we offer a robust AVID program in grades 6-8, and plan to integrate key components of the AVID program, such as focused note take and organization skills in all classes.

All stakeholders must work together to support students. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes and Coffee with Us/Cafe con Nosotros. Parents and families connect via Zoom for these meetings, but we plan to return to in person meetings as soon as health conditions permit.

"One Team. One Goal./ Un equipo. Una Meta" defines our school community. Rather than dividing ourselves into groups of elementary versus middle grades, general versus special education, or certificated versus classified staff, we see ourselves as one Kamala team. In this way, we are moving forward together to improve student achievement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The administrators visit classrooms regularly to identify what is going well and what areas are in need of support. We have been working on building strong relationships with students and focusing on strong, effective first instruction and rigor in lessons. Teachers work to build strong relationships with students to make teaching and learning more effective. These efforts have been enhanced with the return to in person instruction, and we know that after 18 months of distance learning, making meaningful connections and building safe classroom environments is even more vital during this time. Teachers, the counselor, the outreach coordinator, office staff, and administrators are working diligently to help all students feel safe, connected, valued, and appropriately challenged.

We will continue to focus this year on strong, effective first instruction. Three site goals incorporate ideas from the leadership team and our grade level PLCs. We will work on consistent, standards-based lessons with high rigor, progress monitoring using common formative assessments, and differentiation during primary instruction. At the same time, we will focus on the social emotional needs of our students and their families.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Due to the COVID-19 pandemic, students did not take the CAASPP test in 2020 or 2021, making analysis of such data less helpful in considering our current successes and needs. As we analyze STAR 360 data, we recognize that while there is no doubt that 18 months of distance learning had an impact on student achievement, the problem of our students under performing on state and local assessments pre-dates the pandemic. A comparison of the data from Fall 2020 to Fall 2021, indicates that scores declined 8.6% proficient in reading, and at 16.5% was well below our goal of greater than 40%. The same comparison in the Early Literacy Assessment for Kindergarten and first grade indicate scores declining from 58.7 to 39% proficient. A comparison of the STAR math from Fall 2020 to Fall 2021 indicate a decline from 24.1 to 10.4% proficient. The comparisons are not of cohort data, but are comparisons of the proficiency rates of students in the grades at the time of the assessment. Progress monitoring for all students, with a particular focus on students currently scoring in the urgent intervention level is planned.

Teachers have begun to meet as grade levels to analyze these data and determine implications for the first instruction they offer all students in their classrooms. While we recognize the importance of targeted intervention, we believe that a rigorous, differentiated curriculum offered within the classroom is the single most impactful way to improve student learning and, in so doing, raise test scores for all students in all subgroups.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We have been working to increase data analysis in grade level groups over the past three years. In order to more accurately monitor student progress, the STAR 360 assessments will be administered at least every 6 weeks and grade level PLCs will begin working on creating common formative assessments this year. The principal will meet individually with each teacher to discuss implications for universal access based on STAR 360 data. Grade level leadership team representatives will facilitate data discussions and teams will develop strategies to support students based on the data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is fostered through both vertical and grade level teams. We are continuing to build strong Professional Learning Communities with our grade level teams through which teachers use the cycle of inquiry to improve student learning. The Instructional Leadership Team grade level representatives will be facilitating PLC meetings with protocols developed during leadership meetings. The protocols will focus on the cycle of inquiry, common assessment practices, and analysis of lesson rigor. Collaboration for planning strong first instruction and developing common formative assessments in addition to PLC work is another piece to improving student learning. DLI teachers also will receive additional planning/collaboration time to meet with their 50/50 partners as well as their language partners to ensure continuity of program and effective teaching. Vertical teams meet during staff meetings to ensure that expectations are consistent at each grade level and teachers are increasing rigor throughout the year so that students are prepared for the next grade level.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Various supports are identified and put into practice to support underperforming students. Tier one supports include small group, timely intervention in the classroom/universal access when students are not meeting standards. Review of classroom data, STAR 360 scores, and other relevant data are reviewed during individual teacher meetings with the principal and PLC meetings to provide additional support in the classroom. For students who need additional support to meet standards, after school tutoring can be provided. Tier two supports can be identified through CST/SST process for students with academic, behavior or social/emotional needs that may require more intensive support. These supports include more intensive tutoring, small group work with the LIT, counseling support, or services from outside agencies.

Evidence-based educational practices to raise student achievement

We have done a lot of work with the staff on building strong relationships with students and families to build a safe learning environment for students. Standards based instruction with high rigor and stated learning objectives are also practices on which we continue to focus and develop. Professional development in these areas is ongoing. Meetings of vertical teams ensure that students are ready for the upcoming grade level standards. Writing across subject areas with a progression towards the end of year objective is another practice to raise student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

The administration, counselor and ORC work to provide Triple P parenting classes and other workshops. These are well attended by parents and provide great information and support to families. Administration and teachers are planning family reading and math nights with a focus on what students are learning and how the school and families can work together to support student learning. Parent meeting nights will also focus on educating parents on tools such as Parent Connect, the new K-5 report card, and district-provided software such as Lexia and ST Math, with the goal of making parents more comfortable with supporting their students.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Teachers, staff and parents are involved in the various stages of the programs. Teachers implement the programs and continue to analyze effectiveness through data analysis. Parents and staff involvement is elicited through ELAC and SSC meetings as well as Back to School Night and other parent meetings. CAASPP and STAR data are presented to parent groups with an analysis of the programs and feedback and input on SPSA actions is regularly discussed at both ELAC and SSC meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We have no CAASPP data to analyze from last year. However, a comparison of data from Fall 2020 to Fall 2021 indicates a decrease in the percentage of students scoring proficient in early literacy, reading, and math. Funding this year will focus on providing extra support in all areas during primary instruction and tutoring for students who need it. A literacy intervention teacher will provide tier two intervention. Additional Title I funding is used to provide AVID tutors for our middle school AVID program, provide paraeducators to support our kindergarten program, order the supplies needed for our program, and offer additional pay for teachers who tutor students outside of work hours.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

After data analysis and discussion of SPSA actions, teachers input is gathered to inform actions on the SPSA and school goals. The leadership team meets regularly to discuss data and continued actions and the effectiveness of those actions. Actions are reviewed with the school site council and input is solicited from ELAC members at every meeting. In this way, we are able to meaningfully involve multiple stakeholder communities.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The shortage of substitute teachers in our district and throughout the state of California had directly impacted our ability to provide meaningful professional development to our teachers and to provide the support needed for all students. With no substitutes available, teachers have had to postpone or cancel participation in professional development on biliteracy units, special education curriculum training, and more. Moreover, a lack of substitute paraeducators has meant that our middle school special education students have not had a paraeducator in their SAI math class during the 21-22 school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0.63%	0.57%	0.4%	7	6	4
Asian	0.09%	0.09%	0.2%	1	1	2
Filipino	0.36%	0.09%	0.3%	4	1	3
Hispanic/Latino	97.23%	97.63%	97.9%	1,088	1,031	1,022
Pacific Islander	0%	0%	0%	0	0	0
White	1.43%	1.42%	1.0%	16	15	10
Multiple/No Response	0.27%	0.19%	0.3%	3	2	3
Total Enrollment				1,119	1,056	1,044

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	110	95	93
Grade 1	119	118	95
Grade 2	116	117	119
Grade 3	135	118	116
Grade 4	132	131	113
Grade 5	130	132	137
Grade 6	117	125	144
Grade 7	130	104	124
Grade 8	130	116	103
Total Enrollment	1,119	1,056	1,044

Conclusions based on this data:

Our enrollment has declined over the past three years, which is consistent with the district. Additionally, we are currently transitioning to a full biliteracy school. In grades 4-8, we currently have both a DLI program and an SEI program. In grades K-3, all classes are DLI. As the DLI program moves up, our enrollment will continue to decline slightly as students are generally not added to the program in the upper grades.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	678	622	630	60.6%	58.9%	60.3%
Fluent English Proficient (FEP)	286	291	283	25.6%	27.6%	27.1%
Reclassified Fluent English Proficient (RFEP)	112	115	44	15.1%	17.0%	7.1%

Conclusions based on this data:

The percentage of English Learners has remained in the 60% range. Our reclassification rate decreased noticeably during the 20-21 school year. We believe this is attributable to the challenges of conducting reclassification in a distance learning context. Students in the upper grade who are still classified as English Learners (LTELs) will require more targeted support in order to meet reclassification criteria on the ELPAC and CAASPP or STAR 360 assessments. A deeper analysis of both ELPAC and CAASPP claims and targets for these students will be critical in identifying specific areas for intervention and support. Students in the primary grades will benefit from oracy development in our biliteracy classes which will provide a strong foundation for reading and writing. A schoolwide focus on progress monitoring and universal access groups will benefit our LTELs and EL students in the primary grades, as this work will develop reading and critical thinking skills in addition to writing skills.

School and Student Performance Data

Star Early Literacy

Kamala School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	94	27	29%	17	18%	18	19%	32	34%	581
Grade 1	84	34	40%	17	20%	13	15%	20	24%	655
Grade 2	18	14	78%	3	17%	1	6%	0	0%	672

Conclusions based on this data:

We must address the fact that 66% and 76% of students tested in grades K and 1, respectively, are not at or above benchmark in early literacy. We believe this is best addressed with tier one intervention, taking place in the classroom and led by the classroom teacher, as opposed to a pull out intervention program. To this end, each teacher will meet individually with the principal to review data from each student and use these data to determine the skill most needed to gain proficiency. Groups can then be created which will address the specific needs of each student, as determined by data. While high quality tier one intervention is the single best way to address our needs, there is also a place for a research-based pull out intervention program. To this end, our literacy intervention teacher has designed and begun intervention groups with high need students, such as the 18 second graders these data show are not yet proficient in early literacy skills.

School and Student Performance Data

Star Reading

Kamala School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	95	36	38%	22	23%	14	15%	23	24%	2.3	185
Grade 3	112	45	40%	25	22%	14	13%	28	25%	2.2	303
Grade 4	110	43	39%	21	19%	19	17%	27	25%	2.3	374
Grade 5	135	44	33%	31	23%	27	20%	33	24%	2.4	480
Grade 6	134	58	43%	34	25%	17	13%	25	19%	2.1	517
Grade 7	107	42	39%	32	30%	18	17%	15	14%	2.1	575
Grade 8	94	29	31%	27	29%	19	20%	19	20%	2.3	710

Conclusions based on this data:

In all grades, tested, we have a large number of students who are less than proficient in reading, as measured by the STAR 360. While pull out intervention has a place, it is not desirable, or even practical, to have all students lacking proficiency enrolled in such intervention. Rather, it is high quality primary instruction, with a focus on data driven universal access groups, meaningful differentiation that addresses needs while not lowering the standards, and regular progress monitoring to determine successes and continued needs, that will best address the needs we see. To this end, all teachers in will have time to collaborate with their colleagues to analyze the data for each student in their grade level. Teachers will then meet with the principal in individual meetings to discuss the specific needs of students in their class, and determine how best to address those needs through high quality instruction within the school day. Teachers will collect and maintain ongoing progress monitoring data, which will be used in grade level discussions and conversations with the principal intended to determine which interventions should be continued, modified, or ended.

Along with this focus on high quality primary instruction, there is a need for a research-based pull out intervention program. To aid in this effort, a literacy intervention teachers will meet with students in need of tier two intervention. The LIT teacher will begin with a focus on grades 2 and 3, and will then expand to grades K-5.

School and Student Performance Data

Star Math

Kamala School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	84	16	19%	18	21%	13	15%	37	44%	2.8	346
Grade 2	112	42	38%	25	22%	21	19%	24	21%	2.2	415
Grade 3	110	34	31%	28	25%	20	18%	28	25%	2.4	508
Grade 4	110	37	34%	23	21%	15	14%	35	32%	2.4	567
Grade 5	133	37	28%	26	20%	20	15%	50	38%	2.6	644
Grade 6	119	45	38%	26	22%	15	13%	33	28%	2.3	659
Grade 7	105	35	33%	26	25%	18	17%	26	25%	2.3	683
Grade 8	94	24	26%	28	30%	16	17%	26	28%	2.5	722

Conclusions based on this data:

Our math data show a need for improvement, with only between 21 and 44% of students showing progress at or above the benchmark. As with our students' reading needs, we believe the best way to improve the proficiency of our students in math is through high quality primary instruction. Such instruction requires highly trained teachers. To this end, all K-5 teachers and 6-8 grade math teachers participated in professional development in effective math instruction, and the district employs a math specialist who provides support and professional development.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten: Percentage of students attaining proficiency as measured by the percent at or above benchmark on STAR 360 Early Literacy Assessment	Kindergarten: 34% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment	Kindergarten: As measured by the STAR 360 Early Literacy Assessment, the percentage of students at/above benchmark will increase by 5% or more.
Grade 1: Percentage of students attaining proficiency as measured by the percent at or above benchmark on STAR 360 Early Literacy and Math Assessments	Grade 1: 24% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment 44% at/above CAASPP benchmark level on STAR 360 Math	Grade 1: As measured by the STAR 360 Early Literacy and Math Assessments, at least 5% of students in each band level will move to a higher band.
Grade 2: Percentage of students attaining proficiency as measured by the percent at or above benchmark on STAR 360 Reading and Math Assessments	Grade 2: 24% at/above CAASPP benchmark level on STAR 360 Reading 21% at/above CAASPP benchmark level on STAR 360 Math	Grades 2-8: As measured by the STAR 360 Reading and Math Assessments, at least 5% of students in each band level will move to a higher band.
Grades 3-8: Percentage of students at met/exceeded level on ELA and math CAASPP; percentage of students attaining proficiency as	Grade 3: 25% at/above CAASPP benchmark level on STAR 360 Reading	Grades 3 - 8: As measured on the CAASPP for ELA and Math, at least 5% of students in each band level will move to a higher band.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>measured by the percent at or above benchmark on STAR 360 Reading and Math assessments</p>	<p>25% at/above CAASPP benchmark level on STAR 360 Math</p> <p>Grade 4: 25% at/above CAASPP benchmark level on STAR 360 Reading 32% at/above CAASPP benchmark level on STAR 360 Math</p> <p>Grade 5: 24% at/above CAASPP benchmark level on STAR 360 Reading 38% at/above CAASPP benchmark level on STAR 360 Math</p> <p>Grade 6: 19% at/above CAASPP benchmark level on STAR 360 Reading 28% at/above CAASPP benchmark level on STAR 360 Math</p> <p>Grade 7: 14% at/above CAASPP benchmark level on STAR 360 Reading 25% at/above CAASPP benchmark level on STAR 360 Math</p> <p>Grade 8: 20% at/above CAASPP benchmark level on STAR 360 Reading 28% at/above CAASPP benchmark level on STAR 360 Math</p> <p>2019 CAASPP Data: We recognize that, being two years old, these data are not as valuable as they could be. We are nevertheless including them as they represent the most recent administration of the CAASPP. Grade 3: 28% met/exceeded ELA CAASPP</p>	<p>English Learners in Grades 3-8: As measured on the CAASPP for ELA and Math, at least 5% of students in each band level will move to a higher band.</p> <p>English Learners in Grades 4-8: Increase EL Reclassification rate by at least 5%.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	27% met/exceeded Math CAASPP Grade 4 30% met/exceeded ELA CAASPP 32% met/exceeded Math CAASPP Grade 5 37% met/exceeded ELA CAASPP 17% met/exceeded Math CAASPP Grade 6 33% met/exceeded ELA CAASPP 9% met/exceeded Math CAASPP Grade 7 34% met/exceeded ELA CAASPP 6% met/exceeded Math CAASPP Grade 8 25% met/exceeded ELA CAASPP 8% met/exceeded Math CAASPP	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will engage in PLC meetings at least two times/month. The focus for these meetings will be on the identified school goals of consistent, standards-based lessons with high rigor and progress monitoring using common formative assessments and STAR 360 data. Teachers will plan instruction, analyze data, monitor student progress, and develop interventions as needed. Grade-level leadership team representatives will facilitate PLC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide additional opportunities for collaboration between teachers. Focus will be on planning for strong first instruction, improving instructional strategies, and rigor in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4500

LCFF
1000-1999: Certificated Personnel Salaries
Teacher hourly rate for extra hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to support implementation of the California State Standards, strong first instruction, support our strand focus (Technology and art), and provide targeted intervention and/or enrichment opportunities for students during in-school interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

19000	LCFF 4000-4999: Books And Supplies Cost of materials, including computer equipment and software
22500	LCFF 4000-4999: Books And Supplies Cost of books and materials
1000	Title I 4000-4999: Books And Supplies Materials for art strand
1488	Title I 4000-4999: Books And Supplies Materials for electives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in biliteracy program; English learners

Strategy/Activity

Students in biliteracy program will have an abundance of authentic Spanish Literature in all grade levels, and will have all necessary materials for the implementation biliteracy units.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7500	LCFF 4000-4999: Books And Supplies Books and materials to support implementation of DLI units and biliteracy
10000	Title III 4000-4999: Books And Supplies Materials for biliteracy units

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will administer progress monitoring and benchmark assessments throughout the year (including STAR 360 Reading and math, curriculum-based assessments, common formative assessments, and interim assessment blocks). In collaboration with their grade level teams and the principal, they will analyze data and adjust interventions as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will use adopted curriculum in ELA, SLA, ELD and math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
4000-4999: Books And Supplies
Curriculum

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to support instruction and to maintain facilities to ensure a safe learning environment for the students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
50672	Title I 4000-4999: Books And Supplies Cost of materials, supplies, warehouse charges, and equipment
6840	Title I 5000-5999: Services And Other Operating Expenditures Maintenance agreements and services
5000	Title I 5000-5999: Services And Other Operating Expenditures Cost of repairs for facilities needed to maintain student safety
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Service agreements
20995	LCFF 4000-4999: Books And Supplies Cost of supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

The literacy intervention teacher will provide small group intervention to all elementary grades, with an initial focus on grades 1-3.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Cost of personnel (Literacy Intervention Teacher)

7500	LCFF 4000-4999: Books And Supplies Intervention materials and supplies
5399	LCFF - Intervention 4000-4999: Books And Supplies Intervention Materials and supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

Teachers will provide extended learning opportunities to students in their grade level, for targeted intervention and/or enrichment for students in ELA and/or math in grades 1-8. Intervention and enrichment groups will be based on STAR 360 data, common formative assessments, and teacher observations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10972	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring
5000	Title III 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring
5230	Title I 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring
1300	Title I 3000-3999: Employee Benefits Certificated Benefits
3160	Title III 3000-3999: Employee Benefits Certificated Benefits
4000	LCFF 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

Provide software programs to all students for differentiated learning opportunities in addition to those provided by the district (e.g. BrainPop) and ensure that all students have access to a district issued iPad.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Cost of agreements
3000	Title I 4000-4999: Books And Supplies Repair/ Replacement of student iPads
4300	LCFF 5800: Professional/Consulting Services And Operating Expenditures Online subscriptions, licenses, and apps
6363	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Online subscriptions, licenses, and apps for students needing intervention

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct student monitoring conferences with teachers to address student learning needs and identify students who are at risk of not meeting grade level goals and additional supports to address needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct meetings with student study and Section 504 teams to review cases of students who are not demonstrating sufficient progress on grade level standards and/or students who need additional behavior support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6700	LCFF 1000-1999: Certificated Personnel Salaries Floating substitute to release teachers to meet during SST and 504 meetings.
2174	LCFF 4000-4999: Books And Supplies Purchase materials (flexible seating, core discs, sensory items, etc.) to provide individualized support based on the needs identified through MTSS model
3000	LCFF 4000-4999: Books And Supplies Incentives to improve student attendance.
3000	LCFF 4000-4999: Books And Supplies Incentives to improve student academic performance.
7301	LCFF 3000-3999: Employee Benefits Certificated benefits
	District Funded 1000-1999: Certificated Personnel Salaries Cost of Counselor

District Funded
2000-2999: Classified Personnel Salaries
Cost of Outreach Consultant

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide access to and encourage participation in Accelerated Reader Renaissance 360, Lexia Core5/Power UP, MyON, and ST Math for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating
Expenditures
Cost of programs

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Conduct IEP meetings including transition meetings for students into kindergarten, students transitioning from elementary to middle school, and students transitioning from 8th grade to high school.. Floating substitute to release general education teacher and special education teacher to conduct IEP meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

13300

LCFF
1000-1999: Certificated Personnel Salaries
Cost of substitutes

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students and English Learners

Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 6-8. In the event that in-person field trips are not available this year, virtual field trip options will be explored and scheduled.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18641	Title I 2000-2999: Classified Personnel Salaries Cost of AVID tutors
1000	LCFF 4000-4999: Books And Supplies Materials for AVID classes
1000	LCFF 5700-5799: Transfers Of Direct Costs Buses for field trips for AVID students
1500	LCFF 1000-1999: Certificated Personnel Salaries Teacher rate for extra hours for AVID coordinator
6491	Title I 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Use teachers on special assignment (TOSAs) to provide support and guidance for ELD teachers, focusing on curriculum and classroom instructional strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Leadership Team meetings at least once/month to plan for upcoming PLC meetings; develop protocols for data analysis, taking assessments, planning instruction, etc.; discuss effective instructional strategies and strategies to improve rigor in the classroom. Leadership representatives will facilitate PLC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will use ELPAC and local assessment data to group students for daily ELD instruction during PLC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Monitor implementation of ELD and support teachers in planning for standards-based ELD instruction; in kindergarten, provide a paraeducator to support instruction

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10403	Title III 2000-2999: Classified Personnel Salaries Paraeducator salary, benefits, and health and welfare
1000	Title III 2000-2999: Classified Personnel Salaries Paraeducator overtime
1000	Title III 2000-2999: Classified Personnel Salaries Subs for paraeducators
1000	Title III 2000-2999: Classified Personnel Salaries Additional hours for paraeducators

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide extended learning opportunities for LTELs in grades 6-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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10147

Title III

1000-1999: Certificated Personnel Salaries
Teacher hourly salary for tutoring

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (assemblies and field trips). In the case that in-person field trips are not an option this year, teachers will explore virtual field trips to support student learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF
5800: Professional/Consulting Services And Operating Expenditures
Entrance fees for field trips

4000

LCFF
5000-5999: Services And Other Operating Expenditures
Transportation costs for field trips

1000

Title I
5800: Professional/Consulting Services And Operating Expenditures
Entrance fees for field trips

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide professional development for teachers at conferences

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10020	LCFF 5000-5999: Services And Other Operating Expenditures Conference/training registration and fees

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in biliteracy program

Strategy/Activity

Conduct DLI meetings at least once/month to support teachers in the biliteracy program. Collaboration meetings will focus on implementation questions, planning for upcoming units, and identification of resources needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in Grades 6-8

Strategy/Activity

Instructional Specialists at the district level will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Instructional Specialist

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students and Homeless, Foster and Migrant Students

Strategy/Activity

Administrators, counselor, and/or ORC will conduct home visits for students who are not coming to classes and/or need additional support in engaging with classes or with basic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
School Counselor

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
ORC

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Counselor will support the social emotional needs of students by engaging and interacting with students during recess and lunch breaks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Cost of counselor

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in Grades 6-8

Strategy/Activity

Administrators will conference (via phone or Zoom) with parents and students who are receiving a D or F in one or more classes to discuss possible issues leading to low grades and provide support as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in Grades 6 - 8

Strategy/Activity

Administrators, counselor, and/or ORC will conduct Zoom meetings to share information with parents/families regarding grades, grade point average, and credits. Discussion will include the negative effects poor attendance and lack of participation and work submission have on grades and credits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

	Cost of counselor
	District Funded 2000-2999: Classified Personnel Salaries Cost of ORC

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the pandemic, we do not have CAASPP data to review. However, after reviewing the STAR 360 results from 2020, we found students in all grades have declined in ELA and math scores. We believe that, in a distance learning environment, the strategies and actions associated with this goal could not be fully implemented. We look forward to more fully implementing the goal this year as we return to an in-person environment.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year, as our students return from over a year of distance learning, our focus is strongly on high quality first instruction, as opposed to relying primarily on a pull out intervention program. While there is a place for a pull out program to support those students needing tier two intervention, we recognize two realities. First, students are in their class, receiving their primary instruction, for the vast majority of the day. Additionally, in looking at our STAR 360 data, it is clear that a significant majority of our students will benefit from some level of intervention. Thus, we can deliver the most impactful program for students when our primary instruction is rigorous, differentiated, and data-driven.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We continue to use CAASPP and STAR 360 data as our metrics for determining the degree to which this goal has been met. We believe these assessments show a clear picture of standards mastery, and are aligned with the common core standards that drive the curriculum in our classes.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free, and conducive to learning.

Identified Need

- To decrease the suspension rate
- To increase positive behavior
- To increase attendance rate
- To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates Office Referrals Attendance rate Panorama Data	<ul style="list-style-type: none"> • 73 Office referrals for potentially suspendable offenses (through March 13, 2020) • 20 Student Suspensions in 2019-2020 (through March 13, 2020) • Chronic absenteeism rate of 6.7% <p>Note that from March 2020-April 2021 all students were engaged in distance learning, making referral and suspension data not relevant. 2018-2019 data for attendance are used because the CDE has determined that 19-20 and 20-21 data are not valid due to the pandemic.</p>	A. Decrease the office referrals by 10% B. Decrease the suspension rate by 10% C. Decrease the chronic absenteeism rate by 2% D. Build and strengthen relations with Kamala families through parent nights and community-building events.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implement an attendance program to encourage students to come to school every day and on time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Cost of ORC & Counselor (see goal #1, action #12)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementation of the positive behavior support model school wide. PBIS committee will identify areas of need and opportunities to improve PBIS model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Cost of ORC & Counselor (see goal #1, action #12)
1000	LCFF 4000-4999: Books And Supplies Materials to support PBIS

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to provide individualized support and incentives for school wide positive behavior support plan and for individual students who have academic and/or behavior plans.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See goal 1, action #12

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Hire campus assistants to help monitor the playground and cafeteria during recess and lunch time and monitor the school campus before school and at dismissal. The campus assistants are an integral part of the positive behavior system and safe environment for students. When there is an extra need for support, campus assistants will be asked to work additional hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10000

LCFF
2000-2999: Classified Personnel Salaries
Extra Hours for Campus Assistants

1000

Title I
2000-2999: Classified Personnel Salaries
Extra Help/Subs for campus assistants

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide structured activities during recess and lunch to support students in making positive choices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Cost of recess and PE equipment
	Cost of campus assistants (see action #4)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program will be offered to students in grades 1-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School administrator will meet monthly with After School Program administrator to evaluate the program and work on correlating the after school program to the regular school day programs and services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct fire, earthquake, and lockdown drills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Safety committee will review and update the Comprehensive Safe School Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase materials to support instruction during physical education and recess to ensure a safe learning environment for the students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Cost of campus assistants (see action #4)
4662	LCFF 4000-4999: Books And Supplies Cost of equipment

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Administration and PBIS committee will continue to work on establishing common structures and expectations for grades K-8.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school counselor will work with students to make positive choices in adverse situations, including creating small groups and working with students during recess and lunch.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Cost of counselor (see goal #1, action #12)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

A teacher liaison will be designated for the After School program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing mentoring and professional development for the after school staff on PBIS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

As students come back from over a year of distance learning, our focus is on reestablishing norms and expectations for an in-person environment, while at the same time understanding the social emotional needs of our students in light of the pandemic.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not any major differences between the intended implementation and expenditures. We purchased materials in years past for the unstructured (recess) times and were working with the PBIS team and campus assistants to develop our vision of safer recesses when the pandemic hit. Many of these plans could not be fully implemented during distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With the unreliability of recent suspension and attendance data due to the pandemic, it is difficult to determine the degree to which we have been meeting this goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Data	In the Spring 2021 administration of the Panorama survey, only 43 parents (about 5% of the parents in the school) took the survey, making the results less helpful than they would be if a larger percentage completed it. In the survey: 69% of parents indicated a favorable response to questions about family support 67% of parents indicated a favorable response to questions about family efficacy 59% of parents indicated a favorable response to questions about school-family communication	<ul style="list-style-type: none"> • Increase the number of parents completing the Panorama Survey to at least 33% of families in the school. • Increase the percentage of favorable responses by at least 5 percentage points in each category listed in the baseline

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide parent workshops through outside agencies including:

- Logrando Bienestar (VCBH)
- Triple P classes (New Dawn)
- Mom & Daughter Meetings
- Interface "My Body and Me" Classes

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2271

LCFF
2000-2999: Classified Personnel Salaries
Child Care - Contingent upon being able to hold in person meetings, including benefits

1000

Title I
1000-1999: Certificated Personnel Salaries
Counselor extra hours

6000

LCFF
2000-2999: Classified Personnel Salaries
Custodial Extra Help/Subs, including benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students; English learners

Strategy/Activity

Conduct parent involvement meetings such as:

- Title I meetings
- ELAC
- Coffee with Us/Cafe con Nosotros
- Reclassification Celebration

- Middle School to High School Transition meetings
- A-G Information Meetings
- Parent Nights

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title III 5900: Communications Promote events through flyers, telephone messages, and the Kamala website
7000	LCFF 2000-2999: Classified Personnel Salaries Clerical extra help and substitutes, including benefits
2000	LCFF 5700-5799: Transfers Of Direct Costs Graphics - Printing of flyers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Update the Kamala webpage on a regular basis to inform parents/community of school activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide translation and home communication for non-English speaking homes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Translation/interpretation services and office
extra help

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Revise and implement the Parent Involvement Policy and School Compact with input from stakeholders - SSC, ELAC, PTA, and Title I parent meetings

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide professional development and workshops (ex. CABE) for teachers and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5770

Title III
5000-5999: Services And Other Operating Expenditures
Conference/training registration and fees

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and school work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide outreach services to parents and connections to community agencies providing families with support for attendance, family wellness, and behavior services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ORC and Counselor (see goal #1, action #12)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Offer family math and literacy nights to provide parents information on student learning in the classroom and how learning can be supported at home and art/technology nights to highlight work with our strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Teacher rate for extra hours

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct parent conferences to discuss student progress, achievements, and concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Kamala has been able to provide each of the parenting classes listed with an overall benefit for parents. Strategies to work with their students are learned and implemented. With the pandemic continuing, we are were able to conduct SSC, ELAC and PTA meetings via Zoom. Some parents have reported this makes it easier to attend, given work schedules.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not major changes with the expenditures or overall implementation listed. We continue to offer coffee with us/ Café con nosotros on topics important to families. Teachers are also adding parent nights to support parents in the areas of math and literacy.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The Oxnard School District has shifted from using the California Healthy Kids survey to exclusively using Panorama. While the assessment may have changed, the overall areas being assessed have not changed materially.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$153,642.00
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	\$365,099.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$103,162.00
Title III	\$50,480.00

Subtotal of additional federal funds included for this school: \$153,642.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$188,723.00
LCFF - Intervention	\$22,734.00

Subtotal of state or local funds included for this school: \$211,457.00

Total of federal, state, and/or local funds for this school: \$365,099.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	103,162.00	0.00
Title III	50,480.00	0.00
LCFF	188,723.00	0.00
LCFF - Intervention	22,734.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	188,723.00
LCFF - Intervention	22,734.00
Title I	103,162.00
Title III	50,480.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	35,000.00
2000-2999: Classified Personnel Salaries	LCFF	30,271.00
3000-3999: Employee Benefits	LCFF	7,301.00
4000-4999: Books And Supplies	LCFF	93,331.00
5000-5999: Services And Other Operating Expenditures	LCFF	14,020.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,800.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	10,972.00
4000-4999: Books And Supplies	LCFF - Intervention	5,399.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	6,363.00
1000-1999: Certificated Personnel Salaries	Title I	6,230.00
2000-2999: Classified Personnel Salaries	Title I	19,641.00
3000-3999: Employee Benefits	Title I	7,791.00
4000-4999: Books And Supplies	Title I	56,160.00
5000-5999: Services And Other Operating Expenditures	Title I	11,840.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,500.00
1000-1999: Certificated Personnel Salaries	Title III	15,147.00
2000-2999: Classified Personnel Salaries	Title III	13,403.00
3000-3999: Employee Benefits	Title III	3,160.00
4000-4999: Books And Supplies	Title III	10,000.00
5000-5999: Services And Other Operating Expenditures	Title III	5,770.00
5900: Communications	Title III	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	310,396.00
Goal 2	17,662.00
Goal 3	37,041.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Matthew Rubin	Principal
Danielle Wickenden	Classroom Teacher
Suzanne Grajeda	Classroom Teacher
Rhiannon Kingston	Classroom Teacher
Saul Villarreal	Other School Staff
Irene Ortega	Parent or Community Member
Olivia Mendoza	Parent or Community Member
Alberto Garcia	Parent or Community Member
Leonardo Juarez	Parent or Community Member
Rolando Medina	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



School Site Council



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 21, 2021.

Attested:



Principal, Matthew Rubin on October 26, 2021



SSC Chairperson, Irene Ortega on 10/26/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Lemonwood K-8 School	56725386100333	October 25, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Lemonwood School staff believes the total school community must work together to support our students in achieving success based on Oxnard School District Student Profile. Our focus is to facilitate opportunities and experiences for our students to be inspired and empowered to be collaborators, digital learners, achievers, problem solvers, global thinkers, innovators, and focused on the future. Together we promote independent learners.

We have a Student Study Team, School Instructional Leadership Team, School PBIS Team, AVID Leadership Team, School Site Council, English Language Advisory Committee, Parent Teacher Association (PTA) and engaged in the cultivation of a positive school culture. Our teachers, staff and parents are dedicated to supporting a school-wide program for social development through clubs and sports, as well as academic development through an emphasis on first instruction, intervention and enrichment in order to target the needs of all students. Our teachers and site administration review data throughout the year to adapt and adjust our instruction in order to meet the needs our all our student.

At Lemonwood, we are constantly striving to improve our instructional program and our service and support to children and families. We currently implement the Common Core State Standards (CCSS) and Next Generation Science Standards (NGSS), preparing our students for the California Assessment of Student Performance and Progress (CAASPP). Students in kindergarten to third grade have access to learning in English and Spanish based on the Biliteracy Unit Frameworks. In all grades, we integrate technology into instruction, which increases student engagement. We

provide students with social-emotional support and learning opportunities linked to our strand focus (Communication, Arts, and Technology) in order to prepare students to be college or career ready.

The staff at Lemonwood is constantly at work ensuring that our instructional program benefits the students and meets their needs. Low test scores have been a focus for our teaching staff to re-evaluate how we have been teaching and have forced a closer look at instructional practices by reviewing student data. Teachers meet in grade level teams in order to analyze data to drive instruction, use adopted materials and supplemental materials and plan rigorous lessons which address the Common Core and Next Generation Science standards, the requirements of state assessments and the necessary skills needed in order for students to move forward with their learning. We have a year long focus on standards, a focus on rigorous first instruction, and a commitment to writing across the subject areas. The staff participates in professional development in order to improve instructional practices and to support our students social emotional learning. This professional development is provided by administration, teacher leaders, school counselor and/or learning partners. Particularly this year, we will embark on a professional development series that will aim increase the capacity of teachers to deliver effective, data driven instruction in writing, to gain familiarity and comfort with the structures, materials and technology of balanced literacy, and to build collaborative relationships within and beyond grade levels. Additionally, site administration will work towards full implementation of professional learning communities. Site administration will work with a professional learning communities consultant to help build capacity at the site administration level.

We will continue our identifying and implementing Culturally Responsive Teaching. Last year, our leadership team participated in a book study for the book, Culturally Responsive Teaching and the Brain. This year, along with the summer seminar all teachers attended, our leadership team will focus on creating more cultural responsive learning environments so that we foster independent learners. In our middle school, our Advisory time is used foster goal-setting and provide students with feedback on their progress in attaining their goals in academic areas, such as ST Math, Power-Up, and Accelerated Reader. Additionally, students will create and work towards goals in their content area classes.

Lemonwood has a strong AVID program in grades 6-8. Elective and core subject middle school teachers have been trained through the summer institute in order to provide support to our students as we work towards a school wide model. Teachers work collaboratively to utilize AVID strategies in all trained classrooms, especially organization, Cornell note-taking and critical reading. Middle School Staff focus on Writing, Inquiry, Collaboration, Organization, Reading strategies in all content areas. Field trips and enrichment activities are provided throughout the year to promote college and career readiness.

Lemonwood offers a Dual Language Program in Grades K-7 in order to promote multiculturalism, bilingualism and biliteracy. We follow a 50:50 model (Spanish/English) in all grades. Students in Kindergarten, 1st, 2nd, and 3rd grade Dual Language classrooms are using designed, content-based units. Focus areas for Lemonwood with the program are consistent with the district focus of oracy and connection between the languages. Additionally, Lemonwood is home to the Newcomer Academy in grade 3rd-5th.

We have instituted an instructional and intervention program, using the Multi-Tiered System of Supports (MTSS) model, which is focused on addressing the our students' learning loss as a result of COVID-19. Students with the highest learning loss will work with Intervention Support Providers. Additionally, paraprofessionals have been hired to support in our K-2 classes with small group

instruction. The student groups are small and the instruction is targeted to specific reading needs using our STAR 360 assessment results, which identify strengths and weaknesses in all Reading and Math standards. Our Special Education teachers are involved and support our general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. In our middle school, students needing additional resources are supported through our MTSS model with smaller class sizes and both pull out and co-teaching models for students with an IEP.

Our students use learning software both at school and at home to provide them with various learning opportunities. Accelerated Reader helps students to improve their comprehension skills and encourage a love of reading. We focus on the Zone of Proximal Development and percent correct in order to maximize reading practice. All students are using Core 5 (k-5) or Power-Up (6th-8th) to support their own individual needs for language arts. ST math has been a positive addition to our line-up of learning software as it also addresses the math needs of our students. Additionally, both ST math and Lexia (Core 5 & Power-Up) provide teachers with lessons to support their first instruction. Teachers continue to receive training on the use of iPads and share ideas with each other. In particular, the use of Pear Deck Software has increased student engagement and provides teachers with immediate formative assessments. They also teach digital citizenship to students throughout the year.

Our MTSS model includes processes to identify and assist students who are not making necessary academic gains and/or are having social-emotional issues. As mentioned, administration meets with teachers regularly to discuss student academic and social emotional progress. During these meetings, adjustments and adaptations to our students' instructional program is discussed and outlined. We have SST (Student Success Team) meetings which include the principal, assistant principal, the school psychologist, special education staff, counselor, classroom teachers, the Outreach Consultant and parents, when necessary. In order to provide students with a safe learning environment and to instill necessary life skills so they can continue to be productive citizens beyond their attendance at Lemonwood, our positive behavior program is based on the Safe and Civil Schools approach. All staff has been trained in and implements this program which focuses on teaching students specific expectations based on our guidelines for success (Respect, Outstanding Citizenship, Always Safe, and Responsibility). As we return to a typical school year, it has been important to review the Safe and Civil Schools PBIS foundation of Structure, Teaching Expectation, Observe Frequently, Interact Positively, and Correct Fluently (STOIC). We will continue to adjust and adapt to the Social Emotional Learning of our students by review Panorama frequently. A full time counselor plays an integral role on our staff. The counselor does classroom lessons and works with individual students and small groups in order to provide any additional social-emotional support students may need in order to be successful. Additionally, the school counselor and PBIS team support school-wide efforts to address our students' social emotional learning. Two new school wide supports have been the intentional daily social emotional interactions (Mindful Monday, Together Tuesday, Wellness Wednesday, Thoughtful Thursday, and Fun Friday) and weekly classroom check-ins through the Panorama database.

We have regularly scheduled drills for fire, earthquake and lockdowns in order for students and staff to be adequately prepared in case of emergency situations. At Lemonwood, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted regularly throughout the year. Teachers are provided feedback from administration in a manner that initiates individual collaboration between teachers and instructional leaders. The feedback is linked to the OSD student profile and the OSD pedagogy in Math and Literacy. Teachers on a formal evaluation rotation are observed and evaluated every two years, and probationary teachers are observed for the first two years. During the past year, observations occurred with multiple administrators in order to monitor the academic program and provide feedback to the teachers.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Based on the STAR 360 data of last Spring and this fall, the disruption of learning was evident. Our teachers have begun to adjust their instruction based on the current STAR 360 and are focusing on the priority standards. It is encouraged that our teachers to teach literacy through content in order to maximize on instructional minutes. We will continue to use STAR 360 assessments (Universal Screener), Writing Assessment, and Interim Assessment Benchmark data (3rd-8th grade) to guide our instruction in Reading, Math, Content Areas, and integrated and designated ELD. Additionally, student progress in ST math, Lexia Programs, and Accelerated Reader will be evaluated as well.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Lemonwood teachers will be using data from STAR (Early Literacy, Reading, and Mathematics) throughout the year, along with curricular data including writing across the subject areas. Teachers in the Dual Language program will use the summative unit assessments in both English and Spanish.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. Student Monitoring Conferences provide admin qualitative data of both student and staff development needs.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Lemonwood teachers will collaborate at weekly, with a focus on increased student progress in academic engagement and social emotional learnings. Discussion topics will be based on data and on the focus areas of rigorous standards based instruction. Additionally, teachers will be given time to plan and analyze student writing across the subject areas.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Services that are provided include Tier I and Tier II intervention, provided by the classroom teacher. In addition, students in grades K-2 may receive assistance from the Literacy Interventionist and students in grades 3-5 may receive instruction in small groups. Students in grade 6-8 may receive support through elective class options of ELD, AVID, Technology, Journalism and Speech and Debate.

Evidence-based educational practices to raise student achievement

Teachers will focus on rigorous first instruction that connects to the Common Core State Standards and Next Generation Science Standards. In addition, ELD standards will be imbedded into the core curriculum to support English Learners. Students in the Dual Language program will have standards delivered in both English and Spanish.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

1. School Site Council
2. ELAC
3. Title I Meetings
4. Parent Compact
5. Parent Involvement Policy
6. Parent Education
7. Parent Conferences
8. Meetings with Administration
9. SST/IEPs
10. PTA Activities

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Administration holds quarterly Title I meetings in which the programs are discussed. Parents and teachers serve on School Site Council, which discusses and determines the activities of each goal, as well as determines the funding provided for those activities. Our ELAC provides input to our School Site Council in order to make suggestions for our English Learner population. Throughout the year, parent and teacher groups are updated on the status of the goals and activities, and the plan is evaluated at the end of the year. Various school based surveys were sent out to parents in order to gather feedback.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Services that are provided include support staff to assist with instruction. At Lemonwood, these consist of our paraprofessionals that support k-5 students in the classroom and AVID Tutors to assist with tutorials. Teacher collaboration hours and professional development is also covered by categorical funds so that they can analyze student assessments in order to guide instruction. *

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Lemonwood involved multiple stakeholder groups for the SPSA review and update. Our site Instructional Leadership Team, made up of teachers and administrators, spent time reviewing data and revising our goals starting with end of year data in June, 2021. In August-October, 2021 we continued our analysis as we review STAR 360 data. The group was actively involved in fine-tuning the metrics of goal 1, and with determining the activities that supported the goal. Panaroma data was reviewed in order to create the metrics and activities to support Goals 2 and 3. Our School Site Council, with the input of our ELAC, reviewed end of year data in June, 2021 and had input on the new goals, metrics and activities, with a focus on English Learners and Parent Engagement.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Lack of substitutes and personnel for various positions has interrupted our allocation of both district and site funds.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0.47%	0.46%	0.5%	4	4	4
Asian	0%	0%	0.2%	0	0	2
Filipino	1.78%	2.3%	2.1%	15	20	18
Hispanic/Latino	95.38%	94.72%	95.0%	805	825	829
Pacific Islander	0%	0.11%	0%	0	1	0
White	2.01%	2.07%	2.1%	17	18	18
Multiple/No Response	0.36%	0.34%	0.2%	3	3	2
Total Enrollment				844	871	873

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	74	92	95
Grade 1	96	81	90
Grade 2	93	97	90
Grade 3	90	93	99
Grade 4	93	92	99
Grade 5	98	93	104
Grade 6	103	102	91
Grade 7	111	107	103
Grade 8	86	114	102
Total Enrollment	844	871	873

Conclusions based on this data:

The majority of our students are Hispanic/Latino. The number of students at our school continues to rise. The majority of our students continue at Lemonwood from the elementary grades into the middle school grades.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	517	506	554	61.3%	58.1%	63.5%
Fluent English Proficient (FEP)	227	253	221	26.9%	29.0%	25.3%
Reclassified Fluent English Proficient (RFEP)	104	80	46	18.2%	15.5%	9.1%

Conclusions based on this data:

In order to increase our the number of RFEP students, we much target instruction during integrated and designated English Language Development. With the COVID-19 disruption in learning, it is increasing important for our students to receive focus skills intervention to mitigate the disruption in learning the pandemic created. Our staff will consistently review instructional data for our English Learners and provide language rich instruction to our students so that they are can attain the proficiency levels necessary to be reclassified. Specifically, teachers will work with our learning partners to support integrated and designated writing across grade levels. We believe that as our instruction becomes more targeted on focus skills, our English Learners will be reclassified as English Proficient.

School and Student Performance Data

Star Early Literacy

Lemonwood K-8 School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	94	35	37%	26	28%	15	16%	18	19%	548
Grade 1	91	35	38%	21	23%	15	16%	20	22%	649
Grade 2	19	17	89%	2	11%	0	0%	0	0%	586

Conclusions based on this data:

A majority of our student fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. Data will be review regularly in order to meet our Goal #1. The expectation is that students maintain high growth in order to gain literacy proficiency and master reading foundational skills. Additionally data through STAR 360, CBM assessments, might be necessary to determine specific needs in phonemic awareness, phonics, and/or fluency. High leverage instructional strategies and instructional practices must be at the forefront of our instructional program.

School and Student Performance Data

Star Reading

Lemonwood K-8 School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	87	23	26%	15	17%	14	16%	35	40%	2.7	243
Grade 3	95	36	38%	15	16%	16	17%	28	29%	2.4	328
Grade 4	86	28	33%	21	24%	7	8%	30	35%	2.5	393
Grade 5	100	43	43%	24	24%	11	11%	22	22%	2.1	455
Grade 6	88	15	17%	31	35%	21	24%	21	24%	2.5	607
Grade 7	102	25	25%	40	39%	18	18%	19	19%	2.3	624
Grade 8	97	34	35%	21	22%	19	20%	23	24%	2.3	716

Conclusions based on this data:

A majority of our student fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. Data will be review regularly in order to meet our Goal #1. The expectation is that students maintain high growth in order to gain literacy proficiency. High leverage instructional strategies and intervention must be at the forefront of our instructional program. Additionally data through STAR 360, CBM assessments, might be necessary to determine specific needs in phonemic awareness, phonics, and/or fluency. Supports from Lexia and Accelerated Reader will also support students in making adequate growth in Reading.

School and Student Performance Data

Star Math

Lemonwood K-8 School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	91	25	27%	19	21%	15	16%	32	35%	2.6	331
Grade 2	88	29	33%	11	13%	12	14%	36	41%	2.6	435
Grade 3	97	28	29%	27	28%	10	10%	32	33%	2.5	511
Grade 4	84	24	29%	21	25%	13	16%	25	30%	2.5	575
Grade 5	100	35	35%	24	24%	4	4%	38	38%	2.5	626
Grade 6	88	26	30%	21	24%	15	17%	26	30%	2.5	681
Grade 7	99	22	22%	26	26%	26	26%	25	25%	2.5	709
Grade 8	95	30	32%	26	27%	11	12%	28	29%	2.4	720

Conclusions based on this data:

A majority of our student fall in Level 1 and Level 2 which indicates that our students will need intentional academic supports during their instructional day. Data will be review regularly in order to meet our Goal #1. The expectation is that students maintain high growth in order to gain math proficiency. High leverage instructional strategies and instructional practices must be at the forefront of our instructional program. Additionally, targeted intervention as well as consistent ST math usage will help students have adequate progress.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading, writing and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective first instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to review data on a consistent basis.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP	<p>***Due to COVID-19 school closures, the data below is the most recent CAASPP Data.</p> <p>Based on 2018/19 data, students in grades 4-8 had the following growth on the CAASPP Assessment in Language Arts:</p> <p>Grade 4: Positive movement - 13% No movement - 61% Negative movement - 25%</p> <p>Grade 5: Positive movement - 27% No movement - 61% Negative movement - 12%</p> <p>Grade 6 Positive movement - 18% No movement - 65% Negative movement - 17%</p>	<p>Based on 2019/20 data, students in grades 4-8 will increase their percentage of positive growth on the CASSPP Assessment in both Language Arts and Mathematics (Scaled Score) by 10% based on cohort data.</p> <p>4th Grade: ELA - 23% Mathematics: 21%</p> <p>5th Grade: ELA - from 14% to 24% Mathematics - from 11% to 21%</p> <p>6th Grade: ELA - from 25% to 35% Mathematics - from 6% to 16%</p> <p>7th Grade: ELA - from 18% to 28%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 7: Positive movement - 17% No movement - 61% Negative movement - 21%</p> <p>Grade 8: Positive movement - 19% No movement - 72% Negative movement - 8%</p> <p>In 2018/19, students in grades 4-8 had the following growth on the CAASPP Assessment in Mathematics:</p> <p>Grade 4: Positive movement - 11% No movement - 69% Negative movement - 18%</p> <p>Grade 5: Positive movement - 4% No movement - 74% Negative movement - 28%</p> <p>Grade 6 Positive movement - 20% No movement - 69% Negative movement - 11%</p> <p>Grade 7: Positive movement - 8% No movement - 83% Negative movement - 9%</p> <p>Grade 8 Positive movement - 9% No movement - 79% Negative movement - 11%</p>	<p>Mathematics - from 21% to 31%</p> <p>8th Grade: ELA - from 16% to 26% Mathematics - from 8% to 18%</p>
CAASPP - Maintenance	<p>***Due to COVID-19 school closures, the data below is the most recent CAASPP Data.</p> <p>Based on 2018/19 data, students in grades 3-7 scored a Level 4 on the CAASPP Assessment:</p>	<p>100% of current students who scored at a Level 4 in Language Arts and/or Math in 18/19 will maintain a Level 4 in Language Arts and/or Math in 19/20.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 3: ELA: 11% Math: 4%</p> <p>Grade 4: ELA: 14% Math: 4%</p> <p>Grade 5: ELA: 6% Math: 2%</p> <p>Grade 6 ELA: 3% Math: 5%</p> <p>Grade 7: ELA: 0% Math: 0%</p> <p>Grade 8: ELA: 4% Math: 0%</p>	
<p>CAASPP - English Learner Subgroup</p>	<p>***Due to COVID-19 school closures, the data below is the most recent CAASPP Data.</p> <p>In 2018/19, English Learners in grades 4-8 had the following growth on the CAASPP Assessment in Language Arts:</p> <p>Grade 4: Positive movement - 7% No movement - 78% Negative movement - 15%</p> <p>Grade 5: Positive movement - 18% No movement - 82% Negative movement - 0%</p> <p>Grade 6 Positive movement -18% No movement - 78% Negative movement - 4%</p>	<p>Based on 2019/20 data, English Learners in grades 4-8 will increase their percentage of positive growth on the CASSPP Assessment in Language Arts by 10% based on cohort data.</p> <p>Grade 4: 17% Grade 5: 18% Grade 6: 27% Grade 7: 28% Grade 8: 10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 7: Positive movement - 0% No movement - 100% Negative movement - 0%</p> <p>Grade 8: Positive movement - 0% No movement - 100% Negative movement - 0%</p>	
<p>STAR 360 Early Literacy, Reading, and Math (English and Spanish)</p>	<p>2021-2022 Beginning of Year STAR 360 Data</p> <p>A Student Growth Percentile, or SGP, compares a student's growth to that of his or her academic peers nationwide. Academic peers are students in the same grade with a similar scaled score on a Star assessment at the beginning of the time period being examined. SGP is reported on a 1–99 scale, with lower numbers indicating lower relative growth and higher numbers indicating higher relative growth.</p> <p>Student Growth Percentile: Reading: 58.1% of students scored Above or Typical Growth</p> <p>Math: 38.7% of students scored Above or Typical Growth</p> <p>Early Literacy: 40.7% of students scored Above or Typical Growth</p> <p>Proficiency Rate: Reading: 21.3% of students estimated to score at or above the proficiency benchmark</p>	<p>School-wide Goal: Students with a Scale Score within the Level 1 and Level 2 benchmarks will have an SGP between 66-99 indicating high growth. Students with a Scale Score within the Level 3 and Level 4 benchmarks will have an SGP between 35-65 indicating typical growth.</p> <p>English Reading: 62.5% of students will show high growth throughout the school year.</p> <p>Spanish Reading: 50.6% of students will show high growth throughout the school year.</p> <p>Math: 57.3% of students will show high growth throughout the school year.</p> <p>Early Literacy: 82.5% of students will show high growth throughout the school year.</p> <p>Grade-Level Goal: 50% of students will improve by at least one proficiency level in STAR (English and Spanish) Early Literacy, Reading, and Math.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Reading Spanish: 56.7% of students estimated to score at or above the district proficiency benchmark</p> <p>Math: 42.7% of students estimated to score at or above proficiency benchmark</p> <p>Early Literacy: 17.5% of students estimated to score at or above the proficiency benchmark</p> <p>Early Literacy Spanish: 39.4% of students estimated to score at or above the district proficiency benchmark</p>	

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Customized professional learning and coaching support for site admin which includes ongoing coaching, design, implementation and evaluation of site specific Professional Learning Community practices which evaluate and support district and site instructional initiatives (i.e Culturally Responsive Teaching, Literacy, Math, and STOIC).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11253

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
Professional

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Professional development series to increase the capacity of teachers to deliver effective, data driven instruction in writing, to gain familiarity and comfort with the structures, materials and technology (strand focus) of balanced literacy, and to build collaborative relationships within and beyond grade levels, with an emphasis on the academic progress of English Learners during integrated and designated ELD (3 year plan).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

22000

Source(s)

Title III
5800: Professional/Consulting Services And
Operating Expenditures
Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will collaborate in a Professional Learning Community weekly to review instructional best practices and review student instructional data. Based on the student needs and student data, teachers will be provided with professional learning opportunities at the site and district level specifically addressing effective First Instruction (Literacy & Math), Social Emotional Learning, Intervention in ELA and Math, and Culturally Responsive Teaching.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

47992

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries

	Two Intervention Support Providers will teach P.E. and provide teachers with common planning time (grades1-5).
5008	LCFF - Intervention 3000-3999: Employee Benefits Two Intervention Support Providers will teach P.E. and provide teachers with common planning time.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

RSP teachers and paraprofessionals will support general education classroom teachers. Grades K-6 will use a pull out model for instruction. Grade 6 will pull out for Language Arts. The co-teaching model will be utilized for 7th grade mathematics, 8th grade mathematics, and 8th grade language arts. RSP teachers will collaborate weekly with General Education Teachers in order to progress towards goals and how to best meet the needs of our Special Education Students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries
	District Funded 2000-2999: Classified Personnel Salaries
	District Funded 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Daily designated ELD instruction includes a minimum of 30 minutes for kindergarten, 45 minutes for grades 1-5, and a class period for grades 6-8. Instruction aligns to the District's EL Master Plan. Integrated ELD occurs in all content areas throughout the remainder of the day. Focus on Oracy as part of Balanced Literacy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in the Dual Language Program

Strategy/Activity

Implementation of Dual Language Program for grades K-7 following the Districts' EL Master Plan. Teacher collaboration will occur throughout the year for teachers to reflect on data, plan rigorous instruction, and plan for individual student needs. Professional learning opportunities will be provided throughout the year to support biliteracy instruction (teachers) and implementation (administrators).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monitor academic progress in ELA, SLA, ELD, and Math using formative and summative assessments, including STAR 360 and curricular assessments. Intervention plans will be developed according to the results of the assessments, specifically for our Long Term English Learners. Intervention to mitigate the COVID-19 disruption in learning will be taught by classroom teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries: Teachers
	District Funded 3000-3999: Employee Benefits Certificated Benefits
32800	Title I 1000-1999: Certificated Personnel Salaries In class small group Spanish Language Arts support for k-5 SLA teachers
3000	Title I 5800: Professional/Consulting Services And Operating Expenditures Read Naturally Intervention Program
	See strategy 3 Action Item 2 P.E. Intervention Teachers
10840	Title I 3000-3999: Employee Benefits In class small group Spanish Language Arts support for k-5 SLA teachers

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

District Technology Technician will maintain equipment and software to support students learning through technology software and Internet access.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Site Tech Salary
	District Funded 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Materials and supplies will be purchased to support the core instructional programs of ELA, Math, Social Studies, and Science and strand focus of Communication, Arts, and Technology. P.E. Clothes will be purchased for students in 6th, 7th, and 8th.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Materials and Supplies
39151	LCFF 4000-4999: Books And Supplies Materials and Supplies
1004	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies
22995	LCFF 4000-4999: Books And Supplies Warehouse Supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Release time for teachers to observe exemplar classes on campus and at other identified sites.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Floater subs

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will have the Duplo, copy machines, Xerox machines, and district publications to make necessary copies of instructional materials

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF
5000-5999: Services And Other Operating
Expenditures
Maintenance Agreements

500

LCFF
5000-5999: Services And Other Operating
Expenditures
Rentals and Agreements

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

K-5 Students

Strategy/Activity

Literacy Intervention Teacher to support k-5 students utilizing the LLI intervention program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Long-Term English Learners, English Learners, Special Education and McKinney Vento students

Strategy/Activity

After School Tutoring to mitigate disruption in learning in SLA, ELA and/or Math

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10000

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Teacher - Extra Help/Tutoring

7926

LCFF - Intervention
3000-3999: Employee Benefits
Teacher - Extra Help/Tutoring

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Culturally Responsive Teaching instructional support for staff. Site leadership team will continue to lead staff in best practices outlined in Culturally Responsive Teaching and the Brain by Zaretta Hammond.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Materials and supplies - See Activity 9

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct Coordinated Services Team (CoST) meetings, Student Success Team (SST) meetings, 504 meetings, and IEP meetings to address the needs of at risk students. CoST and SST meetings will review student instructional data and current or past interventions in order to abide by the Child Find obligation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF
1000-1999: Certificated Personnel Salaries
Floater subs to release teachers for student progress meetings

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All students will participate in field trips or enrichment assemblies as an extension of classroom experiences, strand focus and college and career readiness in a virtual format.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10000

LCFF

5800: Professional/Consulting Services And Operating Expenditures Fieldtrips

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Professional Learning Summit to provide teachers with learning support in the following areas: Literacy, Math, Culturally Responsive Teaching, and STOIC

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library Technician will provide access and guidance to all students to check out library books based on reading levels.

Books and materials will be purchased to support growing Dual Language program and to make collection available for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Library Tech - Salary

District Funded
3000-3999: Employee Benefits
Library Tech - Benefits

3041	Title I 4000-4999: Books And Supplies Library Books and Materials
11618	LCFF 4000-4999: Books And Supplies Books to support SEL, Science, and Social Studies instruction

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Targeted English Learners, Long-Term English Learners

Strategy/Activity

English Language Development Intercession during Winter and/or Spring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14000	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help/Tutoring
2920	Title III 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monitor student use of online Learning Platforms that support first instruction in English Language Arts (Lexia, Accelerated Reader), Spanish Language Arts (Accelerated Reader), and Math (ST Math). Monitoring includes but is not limited to student incentives, weekly usage review, and staff development on instruction resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And Operating Expenditures
Lexia, Accelerated Reader, MyOn, and ST Math

3000

Title I
5800: Professional/Consulting Services And Operating Expenditures
Pear Deck software to enhance student engagement in both academic and social emotional learning

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

The middle school AVID program is provided for students. Teachers receive specific training to support their students to strive for college and career readiness. Strategies are supported through all middle school classes with a focus on Writing, Inquiry, Collaboration, Organization, and Reading

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
AVID Tutor salaries

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program Students

Strategy/Activity

The After School Program will be offered to students in grades K-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And Operating Expenditures
Professional Development and Training Materials

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program Students

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the ASP and help it support school needs by organizing curriculum, providing modeling and providing professional development for ASP staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Teacher Liaison - Salary

[Empty box for Amount(s)]

District Funded
3000-3999: Employee Benefits
Teacher Liaison - Benefits

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Middle School Students

Strategy/Activity

Provide technology to support Journalism and Technology through Science elective classes that support our Communication, Arts, and Technology focus

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

21000

Title I
4000-4999: Books And Supplies
Chromebooks for the elective classes

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Math, Science, and Technology Teachers on Special Assignment

Strategy/Activity

Instructional Specialists will support math, technology and science instruction in grades k-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Instructional Specialist - Salary

District Funded
3000-3999: Employee Benefits

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Student Monitoring Conferences scheduled with individual teachers to review instructional practices as they relate to Student Growth Percentile data. Student data conferences will be held 3 times a year. Admin will meet with individual teachers before or after school (k-5) and during prep period (6th-8th). Teachers will complete the SGP data chart prior to meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Last year, we did not meet Goal 1 in most areas. Last year, we began our work with Read, Write, Think Learning Partners and were able to provide professional development in writing. This year, we will continue the implementation and our learning partners will be able to model lessons and work with teachers on campus.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The intended implementation involved more funding being spent on tutoring costs than what actually occurred, due to a shortage of teachers being able to provide before/after tutoring. In addition, we did not use as much of the substitute costs as anticipated for teacher collaboration due to a lack of subs. Finally, we were not able to find AVID tutors during the year due to a lack of availability.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We've adjusted several things as a result of last year's challenges with implementation. We've put more effort into collaboration, and designed that to take place after school in most cases so that we're not dependent on substitutes. In addition, we have been able to secure AVID tutors to start the 19/20 school year, allowing for the program to have the needed components. Tutoring costs have been lowered, and our tutoring program will focus on grade level bands as opposed to individual classes or grades so that we can be appropriately staffed to support our students.

In addition, we have focused our metrics to look not only at SGP, but also to look at CAASPP growth. In looking at growth targets, we felt it was necessary to look at multiple measures. The SGP will be reviewed all year long as each student will have an individual goal.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To increase
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Based on 2018/19 data, we had 38 students suspended for a total suspension rate of 4.44%. Lemonwood had one student expelled for an expulsion rate of 0.12%	Suspension rates will decrease by 0.5%.
Attendance Rate	In 2018/19, Lemonwood had 5.08% of students (43) with chronic attendance problems, missing 10% or more instructional period/days.	Decrease chronic attendance rates by 1%.
Social Emotional Learning	2021-22 Panorama data indicated 73% of students are on track with their Social Emotional Learning. Below is the grade level breakdown of data: K: Good-75% 1: Fair-59% 2: Excellent-80% 3: Good-74% 4: Good-78%	Increase percentage of students on track by 5%. Specifically, for 1st and 7th grade, increase the number of students on track with their social emotional learning to at least 65%, which would put the grade level in the "Good" classification.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	5: Excellent-86% 6: Good-72% 7: Fair-61% 8: Good-67%	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will participate in CHAMPS/PBIS training and implement the district adopted program for Positive Behavior Support provided by site admin, PBIS team, and school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will fully implement our ROAR (guidelines for success) school wide expectations in all grade levels, using all components for Positive Behavior Support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will be taught Digital Citizenship lessons within their classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will implement and comply with the Comprehensive Safety School Plan. Drills (Fire, Lockdown, Earthquake and Evacuation Drills).will be conducted monthly (fire), bimonthly (earthquake), 2x/year (lockdown) and annually (evacuation).

Staff will monitor and revise the safety plan annually.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

11994

LCFF
2000-2999: Classified Personnel Salaries
Additional Campus Assistant Coverage

3952

LCFF

2000-2999: Classified Personnel Salaries
Additional Campus Assistant Coverage

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data from behavior referrals, rate, and reasons for school suspensions will be monitored monthly by site admin, school PBIS team, and school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The staff will utilize a MTSS model of leveled interventions for students' behavior and social-development concerns. The PBIS team will review behavior concerns and develop a plan of support for staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student attendance and punctuality will be monitored. Incentives for good attendance and punctuality will be provided to individual students and classes. Support to all students and families will be provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

Materials and Supplies for attendance incentives see Goal 1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Daily Social Emotional Focused Learning in the classroom (Mindful Monday, Together Tuesday, Wellness Wednesday, Thoughtful Thursday, Fun Friday). Activities and ideas provided by School Counselor. Weekly check-ins administered by classroom teachers from Panorama.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Social Emotional Support provided or facilitated by School Counselor:

Tier 1: School-wide SEL

- Monthly Classroom Lessons taught by School Counselor (Attendance and Goal Setting, Bullying Prevention, Conflict Resolution, Growth Mindset, Coping Skills, Self Esteem, Friendship, and Self Control)

Tier 2: Small Group Support

Top priority are students who self-reported (Panorama) as having no perceived strength in the following areas:

- Growth Mindset
- Self-Management
- Social Awareness
- Sense of Belonging
- Teacher -Student Relationships
- Emotional Regulation

Tier 3:

Students are referred through the MTSS process (CoST, SST) for the counselor to work with individual students in social development, emotional, and psychological concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

--

District Funded
1000-1999: Certificated Personnel Salaries
Counselor Salary

--

District Funded
3000-3999: Employee Benefits
Counselor - Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach consultant makes contact with families and provides resources for services provided by district and/or community agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
	District Funded 3000-3999: Employee Benefits ORC -- Benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff supports PBIS "Caught you ROARing" tickets and prizes for positive behavior incentives. The goal is to reinforce positive behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies for behavior incentives and postcards reference Goal 1

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Free Breakfast and Lunch are available to all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries CNS Salary
	District Funded 3000-3999: Employee Benefits CNS - Benefits

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Assemblies will be provided for students related to safety, anti-bullying, and guidelines for success (ROAR).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

New PBIS activities were added last year with the "Caught You Roaring" cards and positive postcards being sent home. We did not see a connection with our suspension rate, although they were well received by the students. With our students experiencing repeated behavior challenges, our counselor intervened with support or referred students to outside counseling services. We reinforced positive attendance through classroom incentives and students working individually with

our Outreach Consultant. This, along with frequent parent communication, allowed for our chronic attendance rate to remain low.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19 School Closures, some of the expenditures did not occur.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

All activities and supports will be applied in a virtual format due to Covid-19 remote learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and Canvas so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Survey Responses - Panorama	In Spring of 2021, 107 respondents for the Panorama Parent Survey.	Double the number of respondents for the 2021-22 School Year to have a more accurate depiction of areas for growth and strengths.
Survey Responses - Panorama	In the Spring of 2021, 65% of respondents indicated favorable perceptions of the amount of academic and social support that they provide their child with outside of school (Family Support). This is below the district's score of 67%.	Increase the favorable responses to 75% in the area of Family Support.
Canvas- Classroom Observers	Currently, there are 228 paired observers in Canvas.	70% of students to have a paired observer in Canvas

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will conduct regular School Site Council and/or ELAC meetings which will inform parents of school goals, programs and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1009

Title III
2000-2999: Classified Personnel Salaries
Classified Extra Help for translations

333

Title III
2000-2999: Classified Personnel Salaries
Classified Extra Help for translations

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Title I quarterly meetings will be held to inform parents of school goals, programs, and activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Increase the number of paired observers in Canvas by offering parent workshops, class incentives, and sending out reminders to sign-up.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be provided activities to support the daily Social Emotional Interactions (Mindful Monday, Together Tuesday, Wellness Wednesday, Thoughtful Thursday, and Fun Friday) to connect school with home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

SST/IEP teams will include parents in order to plan individualized student support for their child.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will communicate with parents regarding instructional topics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will maintain a full-time Outreach Specialist position to support students and families who experience hardships by locating and making community resources accessible to the families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ORC Salary - See Goal #2, Activity #11

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will maintain a full-time counselor to work with students and families to support individual students on an ongoing or crisis basis. Referrals to outside agencies may occur as well.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Counselor Salary - See Goal #2, Activity #10

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students with families speaking Mixteco

Strategy/Activity

The school will work with District translation services to support families who speak Mixteco by having access to MICOP services, translation, and parenting workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Mixteco Translator Salary

District Funded
3000-3999: Employee Benefits
Mixteco Translator Salary - Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parents will be invited to a parent/teacher conference in the fall. Parents will be encouraged this time to become class observers. In the spring, parent conferences will be held for some parents where children are struggling.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Site Council will revise and update the Parent Compact and Parent Involvement Policy annually. All parents will sign both documents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The PTA will reach out to all parents to participate as volunteers in order to support our students by sponsoring student and family events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After School Program Students

Strategy/Activity

The school will offer After School Program parent nights to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ASES
No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Parents of English Learners

Strategy/Activity

The school will offer parent workshops which will focus on leadership skills for parents as a way to build parent engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4298

Source(s)

Title III
5000-5999: Services And Other Operating Expenditures
Presentations for Parents

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will support families with assistance as needed through the office.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Families will receive communication from school via phone, text, video message, and/or website.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Our goal last year focused on increasing attendance at school events. While we did see a general increase, we found that to be challenging to track. We saw increased participation when students were involved (holiday programs, academic nights) compared to parent meetings.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Some of the parent workshops had low attendance, so they weren't offered with as much regularity as originally planned. Other than that, our expenditures were accurate for 19/20.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With COVID-19, we will be more intentional with sharing media that will help parents navigate and support their students' academic progress. Additionally, we will offer some parent workshops to build literacy at home.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$130,494.00
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	\$308,134.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$85,934.00
Title III	\$44,560.00

Subtotal of additional federal funds included for this school: \$130,494.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$102,710.00
LCFF - Intervention	\$74,930.00

Subtotal of state or local funds included for this school: \$177,640.00

Total of federal, state, and/or local funds for this school: \$308,134.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	85,934.00	0.00
Title III	44,560.00	0.00
LCFF	102,710.00	0.00
LCFF - Intervention	74,930.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	102,710.00
LCFF - Intervention	74,930.00
Title I	85,934.00
Title III	44,560.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	1,000.00
2000-2999: Classified Personnel Salaries	LCFF	15,946.00
4000-4999: Books And Supplies	LCFF	73,764.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	10,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	60,992.00
3000-3999: Employee Benefits	LCFF - Intervention	12,934.00
4000-4999: Books And Supplies	LCFF - Intervention	1,004.00
1000-1999: Certificated Personnel Salaries	Title I	32,800.00

3000-3999: Employee Benefits	Title I	10,840.00
4000-4999: Books And Supplies	Title I	25,041.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	17,253.00
1000-1999: Certificated Personnel Salaries	Title III	16,920.00
2000-2999: Classified Personnel Salaries	Title III	1,342.00
5000-5999: Services And Other Operating Expenditures	Title III	4,298.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	22,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	286,548.00
Goal 2	15,946.00
Goal 3	5,640.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Allison Cordes	Principal
Annette Warren	Classroom Teacher
Tracy Gordon	Classroom Teacher
Roberto Rodriguez	Classroom Teacher
Gabriela Serrano	Other School Staff
Argelia Alvarado	Parent or Community Member
Ruth Magana	Parent or Community Member
Fabiola Martinez	Parent or Community Member
Guadalupe Perez	Parent or Community Member
Yourdalys Pulido	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
<i>Amette Warren</i>	School Site Council
<i>Aquilina Juarez</i>	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 25, 2021

Attested:

Amette Warren
Principal, Allison Cordes on
School Site Council

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



DR. MANUEL M.
Lopez Academy
OF ARTS & SCIENCES

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Dr. Manuel M. Lopez Academy of Arts and Sciences	56725386055305	October 28, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program
Additional Targeted Support and Improvement

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Dr. Manuel M. Lopez Academy of Arts and Sciences serves students in grades 6-8 in the Oxnard School District. As a result of the district's open enrollment policy, Lopez Academy draws students from all across the Oxnard School District. With focused attention on providing a strong instructional program that incorporates arts and sciences, Lopez's enrollment is approximately 815 students. Lopez Academy was previously known as Haydock Academy until July 1, 2020.

Lopez strives to meet the needs of all our students through a diverse offering of educational settings and courses. Students with specialized needs are served in a variety of settings including three mild to moderate SDC classes, two moderate to severe SDC classes, and five resource teachers that provide instruction in both the co-teaching and pull out SAI models. Lopez students that need designated ELD support are placed into designated ELD classes to provide for maximum targeting of instruction to support English Learners. Students receive 180 days of instruction during our normal 8 period day, with one period serving as lunch, and another as advisory. Academic intervention and support is offered to students before, during, and after school.

Lopez Academy is focused on providing a safe, healthy, positive, and respectful environment in which creativity, critical thinking, and responsibility is fostered with all students. Some important aspects of our educational program include student led conferences, designated ELD, access to technology (including one to one iPad devices), student incentives, after school program, and an Academy focus (Arts and Sciences). We also strive to work as a cohesive team with our parents. Parents are provided various opportunities to become involved in Lopez including parent workshops/trainings, ELAC, School Site Council, and PTA. Other family events and parent trainings are included throughout the year.

Lopez will develop the School Plan for Student Achievement (SPSA) to align with the approved Local Control and Accountability Plan (LCAP) for the Oxnard Elementary School District. The Lopez Academy School Site Council meets regularly throughout the school year to ensure that the SPSA is being implemented as written, and that any necessary adjustments are made as authorized by the school site council. The school site council members includes an equal representation of school staff members and Lopez parents/community members. Throughout the school year the site council will continuously analyze the goals within this plan, along with the corresponding action items, to ensure that we are making necessary adjustments to serve the needs of our students. School Site Council shall also have the proper balance of members to reflect an equal representation of the school staff and parents/community members.

The Lopez Academy school plan is intended to closely align with the newly adopted Oxnard School District student profile. This student profile guides educators within the Oxnard School District regarding the traits and abilities that students are expected to demonstrate upon promoting out of the district. District and site instructional decisions and programs should closely align with the board adopted student profile.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student, parent, and staff feedback are received in a wide variety of ways throughout the school year. We strive to keep our parents aware about what is happening at Haydock Academy, and therefore receive ongoing feedback about our academic program and other offerings. We also utilize several student feedback surveys, including the California Healthy Kids Survey which provides valuable information about the well being of our students and their perceptions about the overall school climate including school safety, connectedness, and sense of belonging. Parents are also given the opportunity to complete the annual needs assessment survey which is developed and monitored by ELAC.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on a regular basis at Lopez Academy. The purpose of classroom observations is for school staff to be knowledgeable about the standards. These frequent classroom observations also provide an opportunity for measuring progress towards school wide and district wide goals. Furthermore, classroom observations provide an opportunity for school staff to give specific and constructive feedback that helps teachers incorporate best practices and effective, research proven strategies to maximize instructional effectiveness. Classroom observations are monitored by the administrative team to ensure all classrooms are visited on a regular basis. During classroom observations an emphasis is placed upon noting areas of need and exemplary areas, particularly in light of school wide goals for English Learner students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

At Lopez Academy we utilize the results of state and local assessments to plan, reflect, and modify instruction and instructional planning to meet the needs of our students. We closely examine the results from the California Assessment of Student Performance and Progress (CAASPP) to measure how effectively our instruction and curriculum have been with our students. CAASPP results include information regarding English-Language Arts, Math, and Science. CAASPP testing was suspended for the last two school years but is scheduled to return in spring 2022. Any CAASPP results shared in this document are from the 2018-19 school year, the last year that CAASPP was administered. We also examine the results of the English Language Proficiency Assessments for California (ELPAC) to measure the progress of our English Learner students have made in the area of Oral Language, Written Language, Listening, Reading, Speaking, and Writing. Lopez also utilizes the results of local assessments, including the STAR 360 Reading and STAR 360 Math assessments, which are administered a minimum of three times per year. Local (district) writing exams and an ELD assessment for our ELL students are also given throughout the school year to assist in monitoring our students' progress towards meeting the California Common Core State Standards.. We are also fully implementing the Panorama Social-Emotional Survey Platform to assess and provide additional supports for our students this school year. The Panorama Survey will be administered at least twice annually for all students. Suite 360 is being piloted by the administrative and counseling team to address individual social-emotional learning with individual students and small groups. Throughout the school year English-Language Arts and Math teachers also administer SBAC Interim-Assessments which can provide additional feedback about student progress towards meeting the California Common Core State Standards. A limited number of students take the California Alternative Assessment (CAA) for Math, English-Language Arts, and Science as determined by their IEP team. Lopez also administers the Oxnard School District Gate assessment annually to identify students that meet the qualifications for GATE classification.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

At Lopez we use data to inform our planning and instruction. The sources of data include both state and local assessment data, as well as ongoing informal and formal assessments within the classroom. This year Lopez teachers will have additional time within their learning (PLC) teams to analyze data, reflect upon results, and make instructional decisions based upon the data. All PLC teams are also tasked with developing pacing guides and common assessments to be rolled out this year, and will be focused on maximizing instructional opportunity in the distance learning setting. We will also continue to analyze STAR 360 data for both Math and English-Language arts throughout the year to measure student progress and make curricular and instructional adjustments to best meet the diverse needs of our students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Oxnard School District ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. For this school year, all Oxnard School District teachers received an additional three full days of professional development prior to the first day of school. Three additional staff development/professional development days were added to the teacher calendar for the 2021-22 school year. The professional development activities outlined in this plan are intended to align with the newly adopted OSD student profile which serves as a guide to planning curriculum and programs within the Oxnard School District.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teachers regularly collaborate through the Professional Learning Community model. Time is set aside for staff or PLC meetings every Tuesday after school. Additional funding is provided through several funding sources in this plan to add additional time for teachers to collaboratively plan, grade, analyze data, and develop/monitor common assessments throughout the school year. Time will also be provided to release teachers on various school teams including PBIS and other school based teams. Additional time will be necessary for the continuous identification of essential standards, development of pacing guides, and creation/administration of common assessments.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs. Lopez Academy teachers are continuing to develop and adjust site level pacing guides for this school year.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials. Lopez Academy conducted our annual Williams Visitation on September 1, 2021.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Lopez is committed to effectively serving all students, including students that are not successfully accessing state content standards. A special emphasis is placed on our English Learner students, particularly those that are long term English Learners who are still in need of additional support to access grade level standards and ultimately qualify for reclassification to leave the ELL program. Our special education population is also performing at lower levels than their peers, and Lopez is working to provide additional opportunities for these students, specifically inclusion in a co-teaching model when deemed appropriate by the IEP team. Co-teaching classes allow for students receiving special education services to access grade level content standards with general education peers. We recognize that the most effective way to address the needs of underperforming students is to guarantee high quality first instruction within every classroom. All core curriculum adoptions provide additional resources and activities including universal access information to support students that are not currently meeting grade level state standards. Another tool for supporting underperforming students includes the 1 to 1 iPad implementation for all of our students. The iPad deployment allows for students to interact with the state content standards and core curriculum in an engaging manner. Through the use of Title 1 and LCFF funding, Lopez offers ample tutoring opportunities for students that are not currently accessing the state content standards. Tutoring is provided in all core academic areas to support student progress towards meeting state grade level standards. Site based interventions (before and after school) are focused to meet the needs of students that are struggling to access grade level standards. Many Lopez students also participate in the Oxnard Scholars After School Program which offers a number of academic and extracurricular opportunities for students, including additional support from the after school staff and certificate staff members. Lopez systematically utilizes the Accelerated Reader (AR) program to increase student reading levels which assists with closing the achievement gap between our students at grade level, and those below grade level standards. All students take at least one AR diagnostic test each trimester and accrue points throughout the year by successfully taking accelerated reading tests on books they have read. As discussed in the analysis section, English Learner students at Lopez are scoring significantly lower on assessments, and are therefore a focus area for the school. An instructional assistant position is funded to support designated ELD classes during the 2021-2022 school year. The instructional assistant provides in class support and assistance within integrated and designated ELD classes.

Evidence-based educational practices to raise student achievement

The Lopez staff recognizes that high-quality first instruction (Tier 1) is the most crucial element to support students that are not meeting state content standards. Furthermore, we recognize that instructional best practices require regular and productive collaboration by teachers within and across grade levels and departments. Teacher collaboration is targeted and responsive to student needs so that curriculum adjustments and re-teaching when necessary is built into all classrooms. Teachers also regularly utilize the IPAD technology available to students to plan and deliver highly engaging and rigorous curriculum. Additionally, all teachers at Lopez have 2-3 hours monthly to collaborate with their department/grade level peers to discuss student progress, analyze data, and target instruction towards standards mastery. Most content area teachers also have common prep periods during the school day to provide additional collaboration/planning opportunities. The staff will be continuing to develop Professional Learning Communities (PLCs) over the course of this year and in the future.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are invited and encouraged to participate in the Lopez community throughout the year. PTA provides parents an opportunity to participate in supporting school programs, such as PTA Reflections, participating in fundraising opportunities, and identifying ways in which PTA can positively impact the school community for all students. Parents participating in ELAC provide feedback on issues relating to English learners and give feedback directly to the School Site Council on the school plan. Parents can participate as elected officers or general members. School Site Council requires the election of parent representatives and this council approves the school budget and school plan. School Site Council meets with the principal directly and provides feedback on issues relevant to school governance and conducts annual reviews of the School-Parent Compact and Parent Involvement Policy. Funding has been allocated within the school plan to provide materials for parents participating in school site council, PTA, and ELAC.

Parent trainings and workshops are offered throughout the year, including Mother-Daughter workshops, and parent education nights conducted at the school site. Lopez is also offering additional parent information/Q&A sessions throughout the school year to support parents and students better understand how to succeed during the distance learning model.

Parents are also encouraged to attend school events such as Back to School Night, student-led conferences, arts performances/show throughout the school year. Our AVID program in particular supports college and career exploration. It is important to note that a majority of these events will take place virtually this year in light of the continued COVID-19 Pandemic.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parent input is crucial to the development of school site and district level decisions about curriculum, budget allocations, and other important educational functions. Parents can directly participate and provide input through school site council, PTA, or ELAC. Parents are also encouraged to reach out to the school at any time they have a concern or feedback for the school. Lopez has a representative on the district DELAC team as well as the district parent advisory committee. Lopez parents also have opportunities to provide school specific and district specific feedback throughout the development of the Oxnard School District Local Control Accountability Plan.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

A variety of services are detailed within the school plan for student achievement (SPSA) that support students who are not currently meeting state content standards. Extra hours for teachers to provide support to on campus clubs including our site Arts, Music, and Science strands. Additionally, funding is provided for teachers to be released to plan additional supports for our English Learner students, particularly our long term English Learners, as well as funding to support students in their transition from middle school to high school. Within the SPSA funding is also provided to allow for teacher release time to analyze data, plan assessments, and design curriculum to specifically meet the needs of students that are not presently meeting grade level standards. Within the Lopez SPSA an instructional assistant is funded to support English Learner students within their ELD and AVID Excel courses. Additional funding is provided for instructional materials/supplies to support English Learner students. Another service called out in the SPSA is funding to support teacher and administrative opportunities for professional development, including both on site and off site training. Funding has also been allocated to continue with the purchase of new books for our school library with a focus on multiple genres to engage students that are not currently reading at grade level. Specific funding is also assigned to purchase high interest Spanish books for our library to support our growing DLI program. Finally, Lopez has a large number of parents that do not speak English as a first language, therefore ample funding has been provided to support additional translation as necessary at school events, parent phone calls home, parent conferences, and other events as necessary so that all parents will be aware of their child's progress towards meeting grade level standards.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement. Title and categorical funds are used for a variety of purposes to support underperforming students.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The development of the SPSA includes the involvement from all stakeholder groups. The Lopez Academy leadership team provides input and feedback about proposed expenditures and has the opportunity to provide guidance. The SPSA and its goals were also shared with the ELAC committee. In turn, ELAC provided crucial feedback to school site council regarding the planned actions and programs designed to support English Learners at Lopez. ELAC will continue to provide feedback to the School Site Council throughout the year. The SPSA, along with the site budgets for Title 1 and Title III, will be reviewed and approved by the School Site Council. . Both ELAC and School Site Council will provide opportunities for parent feedback and engagement throughout the school year. Stakeholder feedback is valued and utilized to enhance the school plan throughout the school year. This School Plan for Student Achievement shall be available for any parent/community

member upon demand in the front office. Parent and community members may also provide feedback and suggestions during ELAC and School Site Council meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

In examining the previous year's SPSA, there were several action items that were not fully implemented. Due to distance learning, intervention funding was not fully utilized. Additionally, teachers were limited in the amount of time available for release planning time because of a shortage of substitute teachers within the district. This shortage of substitutes also limited the amount of professional development opportunities available during the day as coverage was not always readily available. Another area of concern is the high rates of chronic absenteeism at Lopez. Although chronic absenteeism has a detrimental effect on student achievement, those effects are largest for under performing students. Prior to the beginning of distance learning in March, 2020, Lopez was able to continue to lower the overall suspension rate, there were a high number of suspensions, which resulted in time away from instruction which makes it more difficult for students to access grade level content standards. Lopez staff and the School Site Council shall continue to monitor resource inequities throughout the 2021-22 school year. Student participation in school during distance learning was a significant challenge during the 2020-21 school year. This loss of instruction has contributed to learning gaps for some students that will need to be addressed during this and following school years. Resources have also been dedicated to providing additional social-emotional supports that are aimed at continuing to lower the overall suspension rate for Lopez Academy students and the general increase in needs for Social-Emotional supports for students since we returned to fully in-person instruction.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0.89%	0.88%	0.8%	8	8	7
Asian	0.11%	0.11%	0%	1	1	0
Filipino	1.34%	1.55%	1.4%	12	14	12
Hispanic/Latino	95.42%	94.48%	95.0%	854	855	840
Pacific Islander	0.11%	0.22%	0.1%	1	2	1
White	1.68%	2.54%	2.5%	15	23	22
Multiple/No Response	0.45%	0.22%	0.2%	4	2	2
Total Enrollment				895	905	884

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	296	294	277
Grade 7	302	304	300
Grade 8	297	307	307
Total Enrollment	895	905	884

Conclusions based on this data:

Lopez Academy of Arts and Sciences serves a diverse student population in grades 6-8. As a result of the district's open enrollment policy, Lopez Academy draws students from across the city of Oxnard and Oxnard School District. Our instruction focuses on California Content Standards with an emphasis on incorporating our strands, Art and Science within the educational program. Lopez's enrollment is currently around 815 students. Our enrollment by grade level is fairly consistent, with approximately 275 students per grade level. Our student demographics are diverse with nearly 95% of students identifying as Hispanic/Latino and just over one-third of students identified as English Learners, primarily long term English Learners.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	266	261	289	29.7%	28.8%	32.7%
Fluent English Proficient (FEP)	438	442	399	48.9%	48.8%	45.1%
Reclassified Fluent English Proficient (RFEP)	62	47	58	19.4%	17.7%	22.2%

Conclusions based on this data:

English Learners currently make up about one-third of our entire student population, but close to 80% of students at Lopez have been classified as English Learners at one point during their academic career. A vast majority of English Learners at Lopez Academy are considered Long Term English Learners. Long term English Learners are defined as an EL student who is enrolled in grades 6-12 and has been enrolled in school in the United States for more than six years, has remained at the same English Language proficiency level for two or more consecutive years as determined by the English Language Proficiency Assessment for California (ELPAC), and scores "standard not met" on the smarter balanced ELA test. Throughout the school year Lopez Academy monitors the progress of English Learners to determine if they meet the district qualifications for reclassification. English Learner students who are reclassified are monitored for four consecutive years after reclassification to ensure that they are receiving any needed supports to meet state content standards. On the most recent CAASPP ELA test, less than 1% of English Learner students scored "met standards" or above. In the area of mathematics, 1.2% of students scored "standard met" or higher on the smarter balanced summative test. In contrast, nearly 23% of Lopez students scored "met standard" or above on the summative ELA test, and 13.2% of students overall scored "met standards" or higher on the summative math test. The academic performance of our Lopez Academy English Learner students is a high priority with specific sub goals within this plan. It is important to note that the specific needs of English Learners addressed within this plan are also aligned to the newly adopted OSD student profile.

The data shows that the percentage of English Learner students at Lopez Academy has increased over the last few years, presently at just under one-third of all students. 67% of students at Lopez are classified as either Fluent English Proficient (FEP) or Reclassified Fluent English Proficient (RFEP). This data is important as it underlines the need for a continued focus on the academic achievement of our English Learners who have historically performed at lower levels than their peers. Strategies and curriculum that is research based and focused on the diverse needs of English Learner students is an important piece of the plan for student success at Lopez Academy. We must also continue to monitor and support students that have been previously reclassified as they may still have needs in the areas of mathematics or Language Arts.

School and Student Performance Data

Star Early Literacy

Dr. Manuel M. Lopez Academy of Arts and Sciences										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score

Conclusions based on this data:

School and Student Performance Data

Star Reading

Dr. Manuel M. Lopez Academy of Arts and Sciences											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	250	106	42%	61	24%	35	14%	48	19%	2.1	528
Grade 7	265	110	42%	67	25%	38	14%	50	19%	2.1	585
Grade 8	285	127	45%	64	22%	42	15%	52	18%	2.1	648

Conclusions based on this data:

Due to COVID-19 and distance learning, the CAASPP assessment has not been administered for the last two years. Oxnard School District utilized the STAR 360 Math and Reading Assessment to measure student progress for the 2020-21 school year. In the area of STAR Reading, 42% of grade 6 students scored level one. Another 24% scored in Level two. Both level one and level two are considered "Less than Proficient." 33% of 6th graders scored level 3 or level 4, also known as "Proficient." In Grade 7, 67% of students scored less than proficient (level 1 or level 2), while 33% scored "proficient" or level 3 or 4. In grade 8, 67% of students scored in the lowest two levels, or "less than proficient" while 33% scored in the proficient range. STAR 360 will continue to be a goal in this year's school plan.

In analyzing the data for STAR Reading, it is evident that a large percentage of students at Lopez are in need of intervention and supports in the area of reading. Most importantly, high quality tier 1 instruction is necessary in all classrooms and content areas. The yearly focus for teachers at Lopez Academy is all students reading, writing, speaking, and listening every day, every period. In order to decrease the number of students needing reading intervention, a focus on reading and best practices must be evident in all classrooms. This focus on literacy should be present in every class, every day. We must also continue to challenge our at/above grade level readers so they can continue to grow and be challenged. This challenge includes rigorous and standards based instruction in all class settings. While tier 1 instruction is crucial for students needing reading intervention, internet support providers (ISPs) will be supporting students in the tier 3 intervention setting for students needing more support.

School and Student Performance Data

Star Math

Dr. Manuel M. Lopez Academy of Arts and Sciences											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	245	87	36%	56	23%	35	14%	67	27%	2.3	665
Grade 7	281	92	33%	59	21%	35	12%	95	34%	2.5	698
Grade 8	287	79	28%	71	25%	33	12%	104	36%	2.6	732

Conclusions based on this data:

Oxnard School District utilized the STAR 360 test instead of the CAASPP to measure student progress during the 2020-21 school year. In the area of math, 59% of 6th graders scored level 1 or level 2, which is considered "less than proficient." 41% of 6th graders scored in level 3 or 4, which is "proficient." In grade 7, 54% of students scored less than proficient, with 46% scoring in the proficient band (levels 3 and 4). 53% of 8th grade students fell within the "less than proficient" range, while 48% scored in the "proficient" range. Star 360 math scores will continue to be a goal in this year's plan.

When analyzing the data, it is evident that mathematics continues to be an area of struggle for many Lopez students. Over 30% of our students scored in the urgent intervention range, meaning they are significantly below grade level. This data also points out the need for targeted, well-planned, research based instruction in all mathematics classes. There also needs to be a continued focus on tier 1 best instructional practices in math classrooms. Lopez Academy must also continue to engage at/above grade level students in the area of mathematics including the implementation of honors courses. The area of mathematics continues to be the largest area of deficit and need at Lopez Academy, particularly for English Learner students and students with disabilities.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning, including the implementation of Professional Learning Communities
 To provide professional development opportunities for teachers to enhance tier 1 instruction in all classrooms.
 To identify essential standards, create rigorous pacing guides, and administer teacher created common assessments for ELA/Math/Science/Social Studies

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	20% of Lopez Academy 6th Grade students scored "met or exceeded standards" on the 2019 CAASPP ELA assessment (most recent CAASPP assessment).	28% of Lopez Academy 6th Grade students will score "meets or exceeds standards" on the 2022 CAASPP ELA assessment (most recent CAASPP assessment)
	23% of Lopez Academy 7th Grade students scored "met or exceeded standards" on the 2019 CAASPP ELA assessment (most recent CAASPP assessment)	31% of Lopez Academy 7th Grade students will score "meets or exceeds standards" on the 2022 CAASPP ELA assessment (most recent CAASPP assessment)
	30% of Lopez Academy 8th Graders students scored "met or exceeded standards" on the 2019 CAASPP ELA	38%% of Lopez Academy 8th Grade students will score "meets or exceeds standards" on the 2022 CAASPP ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Assessment (most recent CAASPP assessment)</p> <p>4% of Lopez Academy students with disabilities scored "met or exceeded standards" on the 2019 CAASPP ELA assessment (most recent CAASPP assessment)</p> <p>1.3% of Lopez Academy English Learner students scored "met or exceeded standards" on the 2019 CAASPP ELA assessment (Most recent CAASPP assessment)</p>	<p>assessment (most recent CAASPP assessment)</p> <p>8% of Lopez Academy students with disabilities will score "meets or exceeds standards" on the 2022 CAASPP ELA assessment (most recent CAASPP assessment)</p> <p>4% of Lopez Academy English Learner students will score "meets or exceeds standards" on the 2022 CAASPP ELA assessment (most recent CAASPP assessment)</p>
CAASPP Math Assessment	<p>12% of Lopez Academy 6th Grade students scored "met or exceeded standards" on the 2019 CAASPP Math assessment (most recent CAASPP assessment)</p> <p>14% of Lopez Academy 7th Grade students scored "met or exceeded standards" on the 2019 CAASPP Math assessment (most recent CAASPP assessment)</p> <p>14% of Lopez Academy 8th Grade students scored "met or exceeded standards" on the 2019 CAASPP Math assessment (most recent CAASPP assessment)</p> <p>1.6% of Lopez Academy students with disabilities scored "met or exceeded standards" on the 2019 CAASPP Math assessment (most recent CAASPP assessment)</p>	<p>20% of Lopez Academy 6th Grade students will score "meets or exceeds standards" on the 2022 CAASPP Math assessment (most recent CAASPP assessment)</p> <p>22% of Lopez Academy 7th Grade students will score "meets or exceeds standards" on the 2022 CAASPP Math assessment (most recent CAASPP assessment)</p> <p>22% of Lopez Academy 8th Grade students will score "meets or exceeds standards" on the 2022 CAASPP Math assessment (most recent CAASPP assessment)</p> <p>5% of Lopez Academy students with disabilities will score "meets or exceeds standards" on the 2022 CAASPP Math assessment (most recent CAASPP assessment)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>1.3% of Lopez Academy English Learner students scored "met or exceeded standards" on the 2019 CAASPP Math assessment (most recent CAASPP assessment)</p>	<p>4% of Lopez Academy English Learner students will score "meets or exceeds standards" on the 2022 CAASPP math assessment (most recent CAASPP assessment)</p>
<p>STAR 360 Reading Assessment</p>	<p>14% of current 6th grade students scored "at or above" 45th percentile rank based on the spring 2021 administration of the STAR 360 Reading Assessment.</p> <p>19% of current 7th grade students scored "at or above" 45th percentile rank based on the spring 2021 administration of the STAR 360 Reading Assessment</p> <p>15% of current 8th grade students scored "at or above" 45th percentile rank based on the spring 2021 administration of the STAR 360 Reading Assessment</p>	<p>Current 6th grade cohort will have at least 29% of students score "at or above" 45th percentile rank by the spring, 2022 STAR 360 Reading Assessment.</p> <p>Current 7th grade cohort will have at least 34% of students score "at or above" 45th percentile rank by the spring 2022 Star 360 Reading Assessment</p> <p>Current 8th grade cohort will have at least 30% of students score "at or above" 45th percentile rank by the spring, 2022 STAR 360 Reading Assessment</p>
<p>STAR 360 Math Assessment</p>	<p>31% of current 6th grade students scored "at or above" 40th percentile rank based on the spring 2021 administration of the STAR 360 Math Assessment</p> <p>24% of current 7th grade students scored "at or above" 40th percentile rank based on the spring 2021 administration of the STAR 360 Math Assessment</p> <p>28% of current 8th grade students scored "at or above" 40th percentile rank based on the spring 2021 administration</p>	<p>Current 6th grade cohort will have at least 40% of students score "at or above" 40th percentile based on the spring 2022 administration of the STAR 360 Math Assessment.</p> <p>Current 7th grade cohort will have at least 35% of students score "at or above" 40th percentile based on the spring 2022 administration of the STAR 360 Math Assessment.</p> <p>Current 8th grade cohort will have at least 40% of students score "at or above" 40th percentile based on the spring</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	of the STAR 360 Math Assessment.	2022 administration of the STAR 360 Math Assessment
English Learner STAR Reading/Math Assessment	12% of current Lopez Academy English Learners scored "at or above" the 45th percentile based on the spring 2021 administration of the STAR 360 Reading Assessment. 27% of current Lopez Academy English Learners scored "at or above" the 40th percentile based on the spring 2021 administration of the STAR 360 Math Assessment.	20% of current Lopez Academy English Learners will score "at or above" the 45th percentile based on the spring 2022 administration of the STAR 360 Reading Assessment 35% of current Lopez Academy English Learners will score "at or above" the 40th percentile based on the spring 2022 administration of the STAR 360 Math Assessment

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional opportunities for teachers to support student progress towards grade level standards through extra hour teacher tutoring, clubs, enrichment, parent trainings, and enrichment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,669

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
\$8,000 (salary) \$1,669 (certificated benefits)

51085

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
\$42,258 (salary) \$8827 (certificated benefits)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide substitutes to allow for teacher release time during the regular school day for professional development, conferences, SST, collaboration/ curriculum planning, data analysis, etc. An effort will be made to hold SST/IEP meetings at times that do not require teachers to miss live classes when possible. SST serves as a Tier II support for at-risk students. Funds will also be used to provide district training/support for the Dual Language Program at Lopez Academy.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4834

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
\$4000 (salary), \$834 (certificated benefits)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This activity pertains exclusively to English Learner students at Lopez Academy

Strategy/Activity

Provide an instructional assistant to specifically support English Learner students (including AVID Excel students).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

12,373

Source(s)

Title I

2000-2999: Classified Personnel Salaries
\$9300 (salary) \$ 3073 (classified benefits)

20,890

LCFF - Intervention

2000-2999: Classified Personnel Salaries
\$15,701 (salary) \$5,189 (classified benefits)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Purchase new high interest reading books for the library with an emphasis on informational texts, but including all genres. Books will be at multiple grade levels to support students at all reading levels and varied interests. Purchased books will include titles in Spanish to support the Dual Language Instruction (DLI) Program at Lopez Academy which will includes all three grades during the 2021-22 school year. This goal is specifically supporting schoolwide implementation of the Renaissance Reading/Star 360 reading program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9495

Source(s)

Title I
4000-4999: Books And Supplies
New books for library

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide opportunities for conference and professional development for staff members with a specific focus on Long-Term English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,030

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
PD/Conferences/Virtual Trainings

2,491

Title III

5000-5999: Services And Other Operating Expenditures
PD/Conferences/Virtual Trainings

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This activity pertains exclusively to English Learner students at Lopez Academy

Strategy/Activity

Purchase High Interest/Engagement books for students, including English Learner students (to be utilized exclusively in ELD and AVID Excel classes)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

Title III
4000-4999: Books And Supplies
Books for ELD/AVID Excel Classes

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Instrument Repair to support Lopez Academy Focus on instrumental music

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
Instrument Repair

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide online subscriptions to educational applications including BrainPop, Newsela, Flocabulary

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	Title III 5800: Professional/Consulting Services And Operating Expenditures Online Application/Program Licenses *specifically targeted for use with English Learner students
2500	Title I 5800: Professional/Consulting Services And Operating Expenditures Online Application/Program Licenses
3452	LCFF 5800: Professional/Consulting Services And Operating Expenditures Online Application/Program Licenses

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

To pay the cost of publication recharges/Graphics to support in classroom materials, parent communication letters and packets,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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3000

LCFF

5700-5799: Transfers Of Direct Costs
Publications/Graphics

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide Instructional materials to assist students in meeting the California State Standards and support Lopez subjects/PLC teams

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

53075

LCFF

4000-4999: Books And Supplies
Materials to support all content areas/PLC teams

3960

Title III

4000-4999: Books And Supplies
Instructional Materials exclusively for ELD and AVID Excel courses

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Counselors provide academic support and updates to students and families, with additional focus on ELL, Foster, and homeless students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
 1000-1999: Certificated Personnel Salaries
 Counselor salaries

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Additional hours support for classified personnel to support the instructional programs and parent communication

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4,124	Title I 2000-2999: Classified Personnel Salaries \$3100 (salary) \$1024 (classified benefits) Clerical OT and Clerical extra help
266	Title I 2000-2999: Classified Personnel Salaries \$200 (salary) \$66 (classified benefits) Instructional Assistant Extra Help
3993	LCFF 2000-2999: Classified Personnel Salaries \$3,000 (salary) \$993 (classified benefits) Clerical OT and Clerical Extra help
3,645	Title I 2000-2999: Classified Personnel Salaries \$3,645 additional health/welfare benefits for classified employees
1663	Title I 2000-2999: Classified Personnel Salaries \$1,250 (salary) \$415 (classified benefits) Campus Assistants Extra Help with parent communication

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide Technology/Computer programs to support individual student learning through programs including STAR 360, MyOn, Lexia, and ST Math as these programs play a key role in offering support and growth for students at their individual learning level. The district also provides the CANVAS platform for all staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

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District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn, Lexia, ST Math, Canvas

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Continue Maintenance Agreements/Equipment Repairs/Service Fees

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements

500

LCFF 5000-5999: Services And Other Operating Expenditures Services/Entry/Fees
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Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide computer supplies, devices and software for students to utilize technology/digital resources to access the California Content Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9000

Source(s)

LCFF
4000-4999: Books And Supplies
Computer Supplies/Software

Strategy/Activity 16**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional hours for the library tech to work with students and families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5322

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
\$4,000 (salary) \$1,322 (classified benefits)

Strategy/Activity 17**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American with an emphasis on students reading below grade level expectations.

Strategy/Activity

Hiring of two Intervention Support Provider (ISP) teachers to lead Literacy focused interventions before, during, and after the school day with students reading below grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Two Intervention Support Providers

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Lopez Academy Library/Media Tech supporting students in the library

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Library/Media Tech Position

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

District Provided Teachers on Special Assignment (TOSAs) to support staff and students throughout the district

Strategy/Activity

District provides tech and English Learner TOSAs to support teacher implementation of best practices in the area of technology and English Language Acquisition

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Tech/EL TOSAs

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

District provides board adopted curricular materials, textbooks, for all students and staff (including Dual Language Instructional Materials)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
District Adopted Materials

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

District provides Math Manager to support professional development opportunities for teachers and administrators in the area of math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Math Manager Salary

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Approximately 30 6th grade students

Strategy/Activity

Project based learning will be supported by the Youth Cinema Project (YCP) which collaborates with teachers and students to create a short film/movie

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The school site goal for the 2020-2021 school year was "All students will reach high academic standards in reading and mathematics." Because of the COVID-19 CAASPP testing did not take place in the spring. In the previous administration of the CAASPP during the 2018-2019 Lopez Academy students increased the percentage of students scoring "met" or "exceeded" by 5.57% for English-Language Arts. For the 2018-19 CAASPP administration Lopez students increased by 3.89% in the area of mathematics. It should be noted that the administration of STAR testing was different at the end of the year since students were not physically on campus. The goal for this year is to exceed the percentage of students scoring "met or exceeded standards" when compared to the last administration of the CAASPP assessment during the 2018-19 school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Student intervention will continue to take place before school, during school, and after school for students that are struggling to meet the state standards.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The return to in-person instruction should serve to make this goal more accessible for students. Many students struggled during distance learning in the regular class setting and in the intervention setting. Participation in class lessons, discussions, small group interactions, and interventions will increase as compared to the distance learning environment that was present for most of the 2020-21 school year. The Youth Cinema Project is also new to Lopez Academy and will directly impact

30 6th grade students. The addition of two district funded Intervention Support Providers (ISPs) before, during, and after the school day will also provide additional access to tier III interventions for students in need.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn
 To provide resources/support to students that need additional supports during distance learning and/or hybrid school setting
 To provide ample incentives for students to keep them academically and socially engaged in learning, particularly during distance learning and/or hybrid school setting

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rates for 2018-2019 were 8.64%. No data available for 19-20 at this time	Suspension Rates for 2021-2022 will decrease to 8%.
Panorama Social-Emotional Survey	48% of Panorama Respondents report a strong sense of belonging (spring 2021 administration) 66% of Panorama Respondents report a strong teacher-student relationship (spring 2021 administration)	55% of Panorama respondents will report a strong sense of belonging (spring 2022 administration) 70% of Panorama respondents will report a strong teacher-student relationship (spring 2022 administration)
Attendance Data	Due to the COVID 19 Pandemic accurate attendance data for the 2020-21 school year	Attendance data for 2021-2022 will be monitored with the following goal:

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		The number of students with Chronic Absenteeism will be 16% or less
Panorama Social-Emotional Survey	89% of students took the Panorama test during the 2020-21 school year.	93% of all students will take the Panorama Survey during each testing window. Administrators, Counselors, teachers, and other support personnel will utilize the results to create meaningful interventions and supports for students in need of additional resources.

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Continue implementation of the PBIS/STOIC and Restorative Justice model both in the classroom and throughout the campus, with the PBIS Committee identifying next steps for school-wide CHAMPS and restorative justice strategies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Purchase individual and schoolwide incentive materials (t-shirts, spirit wear, etc) to encourage and incentivize students to stay engaged academically and socially

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

12,000

LCFF
4000-4999: Books And Supplies
Student Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide Counselor extra hours to support students academic and social-emotional well being outside of the school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3021

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
\$2,500 (salary) \$521 (certificated benefits)
Counselor Extra Hours

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Form a collaborative team including certificated, classified, and administrators to develop and implement elements of the yearly School Safety Plan/Emergency Drills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide custodial overtime/extra hours to assist in maintaining a clean and welcoming campus environment for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

665

Source(s)

LCFF
2000-2999: Classified Personnel Salaries

\$500 (salary) \$165 (classified benefits)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional hours for campus assistants to assist in providing students with a safe and welcoming campus environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3326

LCFF
2000-2999: Classified Personnel Salaries
\$2,500 (salary) \$826 (classified benefits)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

District provides 2 full time counselors for Lopez Academy. Counselors support the academic and social-emotional learning of students. Counselors also facilitate the Panorama Survey throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Counselor Salaries: see goal 1, strategy 11

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students. Also, Lopez Academy families

Strategy/Activity

District provides Outreach Specialist (ORC) that collaborates with office staff, school staff, and families to provide support., including attendance monitoring, home visits, and coordinating the COST/SST Process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
ORC Salary

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 16**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 17**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 18**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The second goal in this plan addresses the social-emotional and health of our Lopez Academy students. Due to the COVID 19 Pandemic attendance data is not a fully accurate measurement of the effectiveness of this goal. In addition to attendance, suspension rates will be examined for the 2021-22 school year. Furthermore, all Lopez students will take the Panorama Survey at least three times during the 21-22 school year and the data will be analyzed to draw conclusions and prescribe next steps for our campus. Panorama data was used throughout the 2020-21 school year to identify areas of social emotional need for students, as well as identify specific students in need of individual supports.

Chronic Absenteeism has been a concern at Lopez Academy for a number of years. Due to the COVID 19 Pandemic, attendance rates were higher during the 2020-21 school year than other years. With that said, our attendance team (ORC, Attendance Tech, counselors, administration) will continue to conduct home visits and address unnecessary and unexcused absences throughout the new school year to help maximize student attendance.

These Lopez academy activities align with the newly adopted OSD student profile. The OSD student profile displays the traits and skills that students should demonstrate upon promoting from 8th grade in the Oxnard School District.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to the onset of distance learning in March 2020, data is not currently available to measure official attendance and suspension data accurately for the 2020-21 school year. The budget expenditures were consistent with what was planned.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the pandemic, attendance rates were low during the 2020-21 school year. Out of school suspensions were very low, largely due to the fact that students were in the distance learning model for most of the 2020-21 school year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children
 To effectively communicate regularly with parents, including verbal translation as needed for conferences, parent workshops, parent-teacher meetings, etc.
 To provide ongoing parent trainings throughout the school year to assist parents in effectively navigating the challenges of middle school with their student
 To offer parent trainings, particularly in the first trimester of the school year, to support parents during distance/hybrid learning models.
 To regularly produce parent updates (print and video)

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Attendance at Fall Conferences	According to teachers, parent attendance at conferences was approximately 80% for the fall 2020 virtual conferences	Maintain or increase the percentage of parents participating in parent conferences for the fall 2021-2022 school year.
Average Attendance at site initiated on site and virtual parent trainings	NA-this is a baseline year	Monthly attendance at site led parent training opportunities will be at least 20/training
Average Attendance at ELAC	ELAC averaged 18 parents in attendance for the 2019/20 school year	ELAC will maintain or increase attendance to an average of at least 18 parents for the 2021-2022 school year.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide verbal translation as necessary to encourage parent participation on campus, including Back to School Night, Open House, ELAC, SSC, student conferences, and all other opportunities for parent communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5987

LCFF
2000-2999: Classified Personnel Salaries
\$4500 (salary), \$1,487 (classified benefits)
Verbal Translation

4191

Title I
2000-2999: Classified Personnel Salaries
\$3,150 (salary) \$1041 (classified benefits)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

The Social Media team will support teachers in documenting instructional events for publication online or through social media to highlight learning opportunities taking place at Lopez. Social media accounts include Facebook, Twitter, Instagram, and our school YouTube channel.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional Cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Invite parents to attend parent/teacher conferences in November and February to discuss student progress and review promotion criteria.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Hold Title 1/parent meetings to inform stakeholders about Title 1 funding and how it is utilized to support students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Counselors host high school transition information meetings for parents to meet high school counselors to learn about registration and orientation dates, opportunities for parent involvement in high school, and A-G requirements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy students including English Learners, Migrant, Special Education, Social-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Additional hours for the Outreach Specialist to work with families for parent workshops, address chronic absenteeism, conduct home visits, and other parent training activities throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3676	Title I 2000-2999: Classified Personnel Salaries \$2,763(salary) \$913 (classified benefits) Extra Hours Outreach Specialist

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy parents/guardians

Strategy/Activity

Promote/encourage parent participation in the district wide Project 2 Inspire trainings. These trainings are offered virtually to all parents at different times during the day to accommodate for parent availability in an effort to educate and empower parents in the academic achievement of their children.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

5800: Professional/Consulting Services And Operating Expenditures
Project 2 Inspire

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy stakeholders including school staff, students, and parents/guardians

Strategy/Activity

Continue to provide collaborative meetings with stakeholders through ELAC, SSC, and other formats. These meetings will be held virtually to allow for participation during COVID 19.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Lopez Academy parents/guardians

Strategy/Activity

Continue a 5 hour bilingual office assistant to assist with contacting parents, assisting with home visits, and helping foster effective communication between the school and Lopez Academy students/families

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

36,322

Title I
2000-2999: Classified Personnel Salaries
\$27,300 (salary), \$9,022 classified benefits

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Goal three in the 2020-21 SPSA stated, "Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth." The activities in this goal were carried out last year including a number of parent workshops, campus tours, updating of student-parent compact. Lopez also continued with student conferences and had a strong turnout. The outreach specialist met frequently with parents to discuss additional wrap-around services and supports for students and families in need. PTA, ELAC, and SSC meetings were held with consistent attendance. It is important to note that all parent meetings were held virtually during the 2020-21 school year due to the COVID 19 Pandemic and distance learning environment.

During this school year, we will continue to offer parents a variety of different opportunities to be meaningfully involved with their child's academic and social growth at Lopez Academy. This will include structured meetings like Back to School Night, fall and spring conferences, as well as other parent and family training opportunities. We are committed to making parents feel like they are welcomed and valued on our campus. This also includes regularly communicating with parents about important events and opportunities on our campus and within the Oxnard School District. It is likely that most parent collaboration during the 2021-22 school year will continue to be virtual as the COVID-19 pandemic is still present.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This goal was implemented as planned for the 2020-2021 school year, but it is important to note that most activities were held virtually through zoom.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parent participation remains a strong focus area at Lopez and within the Oxnard School District. All of the previous activities will continue, with additional parent opportunities provided for this year. Funding has been set aside for ample verbal translation as necessary for school events, parent workshops, and whenever needed. The school team will continue to post on social media to expose parents and community members to what is happening at Lopez Academy. We have increased our social media presence as we are now on Facebook, Twitter, Instagram, and YouTube. As additional funding becomes available, school site council will continue to explore other strategies to involve parents at Lopez.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$108,239.00
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	\$288,055.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$85,119.00
Title III	\$23,120.00

Subtotal of additional federal funds included for this school: \$108,239.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation (\$)
LCFF	\$107,841.00
LCFF - Intervention	\$71,975.00

Subtotal of state or local funds included for this school: \$179,816.00

Total of federal, state, and/or local funds for this school: \$288,055.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	85,119.00	0.00
Title III	23,120.00	0.00
LCFF	107,841.00	0.00
LCFF - Intervention	71,975.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	107,841.00
LCFF - Intervention	71,975.00
Title I	85,119.00
Title III	23,120.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,021.00
2000-2999: Classified Personnel Salaries	LCFF	19,293.00
4000-4999: Books And Supplies	LCFF	74,075.00
5000-5999: Services And Other Operating Expenditures	LCFF	5,000.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,452.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	51,085.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	20,890.00

1000-1999: Certificated Personnel Salaries	Title I	4,834.00
2000-2999: Classified Personnel Salaries	Title I	66,260.00
4000-4999: Books And Supplies	Title I	9,495.00
5000-5999: Services And Other Operating Expenditures	Title I	2,030.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	2,500.00
1000-1999: Certificated Personnel Salaries	Title III	9,669.00
4000-4999: Books And Supplies	Title III	5,960.00
5000-5999: Services And Other Operating Expenditures	Title III	2,491.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	218,867.00
Goal 2	19,012.00
Goal 3	50,176.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Dr. Scott Carroll	Principal
Eric Steiner	Classroom Teacher
Dr. Alberto Hananel	Classroom Teacher
Lauren Mendez	Classroom Teacher
Kimberlee Ramirez	Other School Staff
Zachary Wentz	Parent or Community Member
Jessica Vargas	Parent or Community Member
Marisela Alvarez	Parent or Community Member
Maria Elena Gonzalez	Parent or Community Member
Elias Espinoza	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



Clear

School Site Council



Clear

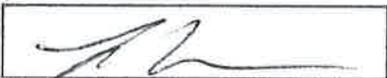
English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/28/2021

Attested:



Clear

Principal, Dr. Scott Carroll on October 28, 2021



Clear

SSC Chairperson, on

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Marina West Elementary School	56725386055347	October 27, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school’s plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Marina West School will focus on teaching and learning to successfully meet the needs of all students. Our goal is provide students a rigorous learning environment that will enable each student at Marina West to reflect the traits of the Oxnard School District's Student Profile:

- * Confident and solution oriented, able to demonstrate a growth mindset and be able to advocate for themselves and others
- * Collaborative learners able to communicate and learn with and through others
- * Creative writers, successful readers and mathematical thinkers
- * High School, college and career ready
- * Technologically, artistically, academically, and linguistically prepared to succeed and lead
- * Compassionate, multilingual, multicultural, and global thinkers
- * Able to demonstrate their knowledge on state and local measures in all academic areas

This will be accomplished through an intentional focus on providing our students with a challenging academic program by emphasizing full implementation of Common Core State Standards (CCSS). There is an emphasis on technology through the implementation of 1:1 devices for all students in grades TK-5, including supporting instructional apps and programs such as Lexia, ST Math and Star assessments. We will use World of Wonders (TK), Wonders (K-5), My Math and Mystery Science curricula. We are currently implementing the Next Generation Science Standards (NGSS) using Mystery Science Kits. In addition, we implement several intervention programs to support students. These include PALS, SIPPS, Teacher Directed Instruction K-3, Reading Horizons, Wonderworks,

and Read Naturally. The teaching staff at Marina West is committed to the process of implementing CCSS and dedicated to higher level thinking and learning for all students. Our teaching staff is collaboratively teaming in Language Arts and ELD to meet the individual needs of our student population. Teachers focus on data driven instruction, assess students regularly to monitor student growth in the core areas and meet to analyze student data results after the assessments to plan instruction and student interventions. Marina West will focus on Positive Behavior Intervention Supports through the use of CHAMPs and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Parents and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program (pending COVID guidelines). Marina West maintains continual communication with all stakeholders through SSC, ELAC, Title One meetings, Coffee with the Principal, PTA meetings, monthly informational calendar, ConnectED, PeachJar, marquee messages, school website and Twitter.

Our strand focus is environmental and creative arts. When you visit classrooms at Marina West, you will see us intentionally fostering skills essential for environmental scientists such as teamwork, problem solving, an investigative mind, observation skills, critical thinking, and innovative thinking. These skills are woven throughout and strengthened across disciplines. All grades have the opportunity to rotate through the STEAM lab on a weekly basis to strengthen not only science but technology, engineering, art, and mathematics. Teachers make use of varied activities to engage students and creatively foster our students' imaginations. Overcoming restrictions due to COVID, the Kindergarten team has started to offer an art program to students, virtually, with a credentialed art teacher.

Two significant subgroups at Marina West are English learners and special education students. To continue making progress, the administrator will keep staff up to date on the ELD framework and encourage the integration of ELD standards into all academic areas. Students will be placed in ELD groups based on data and provided with daily English language development instruction. Equally important, the Principal will identify areas of improvement in ELD program and provide teachers with PD in ELD strategies as needed. To strengthen outcomes for our special education students, we will be focusing on student outcomes and ensuring we focus on each child's individual needs by paying special attention to their IEP goals.

Marina West Mission: At Marina West School, we believe all students deserve an education that incorporates a meaning-centered, integrated curriculum, requiring critical thinking and the use of educational technology in a safe learning environment. We believe students should be actively involved in a respectful, caring, cohesive educational community.

Marina West Vision: At Marina West, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive for excellence, which is recognized and celebrated on a continual basis.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Informal classroom walkthroughs will be conducted at least 1-2 times per month per classroom to understand the climate of the school and provide specific feedback to teachers regarding instruction. Based on current walkthrough observations, an area we need to augment is consistent use of instructional strategies such as differentiation, class discussions, cooperative learning and Think-Pair-Share. Instructional strategies are key to reaching all levels of learners. Teachers will be addressing and monitoring the effectiveness of best instructional strategies during grade level PLC meetings.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Through grade level collaborations (PLCs), teachers will analyze and interpret data through the use of the following assessment tools and make instructional plans to improve student achievement. The following tools will be used:

Star Early Literacy, Star Math and Star Reading

ELPAC

CAASPP

Interim Assessment Blocks (IABs)

Curriculum benchmarks

Writing Assessments

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers will meet bi-weekly in Professional Learning Communities (PLCs). Student progress will be monitored via curriculum and Star assessments. Student instructional groups for UA, ELD, and ELA teaming, Tier 1 and Tier 2 interventions are determined for reflection on current instructional strategies and interventions. Data from Star, IAB's, and curriculum assessments guide the discussion and need for intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers attend bi-weekly collaboration and planning meetings after school on Tuesdays. All grade level teams will collaborate and discuss first instruction; data; reflect on teacher practices; monitor student progress towards mastery of grade level standards in English Language Arts, Mathematics and English Language Development standards; and intervention and enrichment opportunities during scheduled PLC meetings.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

All students receive Common Core standards-based instruction at their appropriate grade level. In classrooms, teachers provide additional access to the curriculum through small group instruction. In ELD classes, students are grouped by instructional level and provided with daily English language development instruction. Teachers meet in grade level teams to determine student needs and adjust instruction. The Student Study Team process is used to identify and monitor students at risk. A district funded Literacy Intervention Teacher (LIT) provides daily reading intervention for Kindergarten through Second grade students that have been identified as below grade level in reading. Universal Access time is supplemental instruction that is scheduled for those students who are not meeting benchmark/standards in grades 1st through 5th with designated times that allow for grouping and teaming.

Evidence-based educational practices to raise student achievement

The staff at Marina West will provide standards based instruction, small group and scaffolded instruction, through Professional Learning Communities staff will collaborate bi-weekly across grade level teams to analyze data and teaching practices to improve student achievement across all areas.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Marina West, we provide many opportunities for parent engagement throughout the year. We believe parents are essential to strengthen the home-school partnership. We invite parents to attend Family Nights focused on Literacy, Mathematics, Science and Technology. We invite parents to attend Parent-Teacher conferences to discuss student progress, strengths, and ways to support each student. For students who have been identified as significantly below grade level or in need of an Individualized Education Plan, SST and IEP meetings with parents are held to review progress toward meeting goals. We encourage parents to become active members of our ELAC, SSC, PTA, and Coffee with the Principal. We invite parents to attend parent trainings, such as Project to Inspire. Our newly formed PTA will provide parents the opportunity to participate in fundraising activities to enhance and support school programs at Marina West. Other opportunities to participate are through Back to School night, Winter Program, Spring Art Program, and trimesterly awards ceremonies in which we recognize students and invite parents to attend. All parents are invited to at least one parent conference throughout the year. Some of these activities will be held virtually or will be postponed due to current COVID safety guidance.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Marina West will continue to prioritize parent involvement during the 2021-22 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our School Plan for Student Achievement. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent-Teacher Association are elected on a regular basis (to fill any vacant positions). Bylaws govern the protocols and decision-making process for each of these committees to ensure that annual goals and fiscal spending are centered on student achievement. Throughout the 2021-22 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a bi-weekly basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

We understand the importance of parent engagement and its connection to academic achievement for Marina West students. Our Outreach Consultant and Counselor will make themselves available to our families in cases in which families need any social-emotional support, assistance with basic needs for their students, and translation will be provided for any parent meeting when needed. Examples of services that will be funded to enable under performing students to meet the standards are: STEAM Lab, intervention tutoring - before and after school, staff teaming and collaboration, substitutes for grade level collaborations and SST/IEP meetings, and ORC Parent Nights.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents are partners in their children's educations. We involve and inform them in a variety of ways. There are several parent meetings, such as School Site Council, English Learner Advisory Committee, Title 1 Meetings, and "Coffee with the Principal", during which parents receive information and have input into critical decisions. The School Leadership Team and school Principal work together in writing, planning and updating the SPSA. The English Learners Advisory Committee provided input and feedback to the School Site Council. School Site Council reviewed

and updated the SPSA before approving the SPSA at its October 2021 meeting. Constant review of district data through Star and CAASPP results were used in guiding the direction and allocation of funds to support student success. Input for this School Plan was provided between August 20 - October 27, 2021.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This year we will take a more focused look in our collaboration teams and data reviews to identify areas of need and trends. Last school year, distance learning limitations had an impact on first instruction and our ability to engage our students. In our grade level collaboration teams, we can better plan and make informed decisions in order to effectively meet student needs. Driving our work are standards based first instruction, data analysis, and planning supports for students needing extra support or challenge opportunities for those students exceeding expectations.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	3.36%	2.67%	2.2%	20	15	12
Asian	0.17%	0%	0%	1	0	0
Filipino	0.84%	0.36%	0.6%	5	2	3
Hispanic/Latino	90.59%	91.81%	91.6%	539	516	491
Pacific Islander	0.34%	0.18%	0.4%	2	1	2
White	3.7%	3.74%	3.7%	22	21	20
Multiple/No Response	1.01%	1.25%	1.5%	6	7	8
Total Enrollment				595	562	536

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	102	101	92
Grade 1	116	81	79
Grade 2	97	101	83
Grade3	113	88	96
Grade 4	89	105	90
Grade 5	78	86	96
Total Enrollment	595	562	536

Conclusions based on this data:

Student enrollment has decreased due to a variety of factors, which may include the high cost of living in our area and pandemic challenges. Most student groups at Marina West declined in this 3-year span. The largest group represented at Marina West are Hispanic/Latino with over 91%. We also have other groups represented in smaller numbers: white- 3.74%, African American- 2.67, Filipino- 0.36%, Pacific Islander- 0.4% and multiple/no response at 1.25%. At Marina West, we recognize we have diverse classrooms and build on students' individual and cultural experiences and their prior knowledge. Teachers ensure that their lessons promote equity and inclusivity in the classroom. Some culturally responsive strategies which have been observed are: activating prior knowledge, making learning contextual, and presenting content in multiple forms. Our Outreach Coordinator supports by monitoring student attendance, focusing on our sub-group attendance, and reaching out to families.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	304	259	234	51.1%	46.1%	43.7%
Fluent English Proficient (FEP)	38	59	48	6.4%	10.5%	9.0%
Reclassified Fluent English Proficient (RFEP)	31	50	15	9.9%	16.4%	5.8%

Conclusions based on this data:

Marina West had a significant decrease in reclassified students in 20-21 compared to the previous year.. It is likely due to the complications created by distance learning the entire year. The number of English learners and Fluent English Proficient students decreased in 20-21 also. It could be due to declining enrollment at the school level. We will be monitoring English learners and ensuring there is a designated ELD block with instruction focused on each student's language proficiency level. We will continue to use Title III funds to provide after-school tutoring to English Learners to help increase student achievement.

School and Student Performance Data

Star Early Literacy

Marina West Elementary School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	69	15	22%	7	10%	14	21%	32	47%	640
Grade 1	69	28	40%	13	19%	9	13%	20	29%	662
Grade 2	18	18	100%	0	0%	0	0%	0	0%	558

Conclusions based on this data:

Star Early Literacy average scores indicate most Kindergarteners, first, and second grade students tested are late emergent readers. These students are beginning to read basic picture books, build their vocabularies and understand print. They will benefit from targeted support in small groups during UA time and with the Literacy Intervention Teacher. Second grade (18 students) seems to be the grade that needs the most support with 100% of students needing some type of intervention beyond tier one instruction. Second graders take the Star Reading and those that fall below a threshold score then take the Star Early Literacy so we can pinpoint the areas they need support with. This explains why there were only 18 second graders who took Early Literacy test. Results for the 18 students show a significant need for targeted extra support. First grade is next with 59% of 69 students needing intervention, followed by Kindergarten with 32% of 69 needing intervention.

School and Student Performance Data

Star Reading

Marina West Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	71	23	32%	11	15%	10	14%	27	38%	2.6	236
Grade 3	91	31	34%	19	21%	17	19%	24	26%	2.4	314
Grade 4	85	47	55%	13	15%	11	13%	14	16%	1.9	314
Grade 5	79	32	41%	26	33%	6	8%	15	19%	2.1	441

Conclusions based on this data:

Based on Star Reading data, the grade level that is furthest from expected benchmarks is grade 5. 74% of tested fifth graders are needing intervention. The average reading level for a fifth grader is 2.1 (beginning grade 2.) This means most fifth graders are reading about 3 grade levels below the expected benchmark. The grade that will likely close the achievement gap with rapid and targeted intervention is grade 2. 47% needs intervention, 14% are on watch and 38% are at or above. The average reading level for second grade is 2.5. The average reading level for third grade is 2.4, about 8 months below the target. The average reading level for grade is 1.9, about two years below the expected benchmark. In summary, grades 4 and 5 need the most intense and targeted intervention. The deficits are significant and likely vary from decoding to comprehension. Grade 2 and 3 have the smallest gap to close. Likely, an intentional focus on decoding, multisyllabic words and high frequency words will help to fill in the gaps.

School and Student Performance Data

Star Math

Marina West Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	64	13	20%	11	17%	12	18%	29	45%	2.9	361
Grade 2	75	30	40%	12	16%	7	9%	26	35%	2.4	419
Grade 3	93	33	36%	22	24%	11	12%	26	28%	2.3	491
Grade 4	84	36	42%	22	26%	16	19%	11	13%	2	525
Grade 5	79	23	29%	10	13%	21	27%	25	32%	2.6	630

Conclusions based on this data:

Star Math results indicate all grades are showing that 37% or more need intervention. Grades 3 and 4 are showing 60% and 68% respectively. The Grade 3 average is about 8 months behind the expected benchmark while grade 4 is two years below the expected benchmark. After grades 3 and 4, grade 5 is another grade level that needs targeted intervention as they have 42% needing intervention and are 2.4 years below the expected benchmark. For the lower grades, it will require lots work in number sense while in the upper grades, it will require number sense but a special focus on automaticity with multiplication, multi-step problems, and word problems.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Assessment	2018-2019 CAASPP Data by Grade Level Percentage of students scoring at "Met Standard" or "Exceeded Standard" : 3rd Grade Students: 27% 4th Grade Students: 16% 5th Grade Students: 26%	The number of students scoring "Met Standard" or "Exceeded Standard" based on 2021-22 CAASPP assessment data will increase by 10% in each grade level. 37% of current 3rd Grade students will score "Met Standard" or Exceeded Standard" 26% of current 4th Grade students will score "Met Standard" or Exceeded Standard" 36% of current 5th Grade students will score "Met Standard" or Exceeded Standard"

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Assessment	<p>2018-2019 CAASPP Data by Grade Level Percentage of students scoring at "Met Standard" or "Exceeded Standard" :</p> <p>3rd Grade Students: 35% 4th Grade Students: 9% 5th Grade Students: 14%</p>	<p>The number of students scoring "Met Standard" or "Exceeded Standard" based on 2021-22 CAASPP assessment data will increase by 10% in each grade level.</p> <p>45% of current 3rd Grade students will score "Met Standard" or Exceeded Standard"</p> <p>19% of current 4th Grade students will score "Met Standard" or Exceeded Standard"</p> <p>24% of current 5th Grade students will score "Met Standard" or Exceeded Standard"</p>
Star Early Literacy and Star Reading Assessment	<p>Fall 2021-22 Star 360 Baseline Data by Grade Level Scoring At/Above District Benchmark</p> <p>Early Literacy: Kindergarten Students: 27% 1st Grade Students: 17%</p> <p>Star Reading: 2nd Grade Students: 13% 3rd Grade Students: 19% 4th Grade Students: 25% 5th Grade Students: 22%</p>	<p>The Number of students scoring At/ Above Benchmark based Fall 2021 STAR 360 assessment data will increase by 5% in each grade level by January 2022, 10% by the end of the year.</p> <p>32% of Kindergarten students will score At/Above district benchmark by January 2022; 37% by May 2022.</p> <p>22% of 1st Grade students will score At/Above district benchmark by January 2022 ; 27% by May 2022.</p> <p>18% of 2nd Grade students will score At/Above district benchmark by January 2022 ; 23% by May 2022.</p> <p>24% of 3rd Grade students will score At/Above district</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>benchmark by January 2022 ; 29% by May 2022.</p> <p>30% of 4th Grade students will score At/Above district benchmark by January 2022; 35% by May 2022.</p> <p>27% of 5th Grade students will score At/Above district benchmark by January 2022; 32% by May 2022.</p>
Star Math Assessment	<p>Fall 2021-22 Star 360 Math Baseline Data by Grade Level Scoring At/Above District Benchmark</p> <p>1st Grade Students: 28% 2nd Grade Students: 7% 3rd Grade Students: 20% 4th Grade Students: 9% 5th Grade Students: 1%</p>	<p>The Number of students scoring At/ Above Benchmark based on end of year STAR 360 assessment data will increase by at least 5% in each grade level by January 2022, 10% by the end of the year.</p> <p>33% of 1st Grade students will score At/Above district benchmark by January 2022; 38% by May 2022.</p> <p>12% of 2nd Grade students will score At/Above district benchmark by January 2022, 17% by May 2022.</p> <p>25% of 3rd Grade students will score At/Above district benchmark by January 2022; 30% by May 2022.</p> <p>14% of 4th Grade students will score At/Above district benchmark by January 2022; 19% by May 2022.</p> <p>6% of 5th Grade students will score At/Above district benchmark by January 2022; 11% by May 2022.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

The school will ensure the full implementation of the district adopted Language Arts and mathematics curriculum. The district math manager will support with professional development as needed. The administrator will conduct learning walks into classrooms to observe and provide feedback to support classroom instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Adopted Curriculum

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Implement principles of Universal Design for Learning (UDL) in classrooms for inclusive instruction of general education and special education students, allowing students access to multiple ways of learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

Teachers will administer common district wide benchmark assessments in language arts and math (Star Early Literacy, Star Reading, Star Math, Interim Assessment Blocks and writing). State assessments (SBAC, ELPAC) will also be administered and data will be analyzed in collaboration meetings to determine student growth, intervention needs, and ELD groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Assessments

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Paraeducators will provide support to at-risk students in classes they support (TK, Kindergarten, and Special Education classes.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified salary and benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement and utilize Accelerated Reader, myOn, and Lexia programs in all classes to support increasing reading proficiency. An incentive program will be implemented to reward and encourage students to meet their reading goals. All students will utilize ST Math, and Canvas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded 5800: Professional/Consulting Services And Operating Expenditures Renaissance Program (AR & myON)
590.00	Title I 4000-4999: Books And Supplies Incentives
	District Funded 2000-2999: Classified Personnel Salaries District Technology TOSAs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students entering Kindergarten or exiting from 5th grade

Strategy/Activity

Entering Kindergarten students will be provided with an orientation prior to the first day of school. 5th grade students will participate in activities sponsored by the middle schools to prepare them for 6th grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	No additional cost
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide materials, supplies, technology and software for all TK-5th grade classes to support the instructional program, supplemental programs (intervention and enrichment), strand focus and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14,049.00	LCFF 4000-4999: Books And Supplies Materials and Supplies
9,830.00	LCFF 4000-4999: Books And Supplies Warehouse Charges
5,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Computer supplies and software
21,079.00	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies
12,000.00	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Computer equipment and software
20,284.00	Title I 4000-4999: Books And Supplies Materials and Supplies
5,000.00	Title I 4000-4999: Books And Supplies Warehouse Charges
4,916.51	Title III 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Principal will conduct student monitoring conferences with teachers at least 3 times per year to discuss and address student learning needs using ELA, Math, and ELD assessment results. Students who are at risk of not meeting grade level goals will be identified for additional supports to address these needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
450.00	Title I 1000-1999: Certificated Personnel Salaries Substitute Costs
450.00	LCFF 1000-1999: Certificated Personnel Salaries Substitute Costs

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will review, evaluate, and analyze results from district and state assessments in Language Arts and Math. The data will be used to inform instructional and intervention decisions for students in Language Arts, Math, and ELD by identifying student achievement status, student academic growth and gaps in growth by disaggregated student groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, Homeless, Migrant

Strategy/Activity

English learners will receive daily designated ELD instruction through the district adopted Wonders ELD curriculum in order to improve student English proficiency levels and reclassification rates. Teachers will implement and integrate ELD strategies into all content areas throughout the day to support English Learners (Integrated ELD.) Progress of English learners, long term English learners (LTELs) and reclassified students will be monitored to determine whether curriculum and instruction are effective in helping students overcome language barriers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Students in Special Education programs will utilize Reading Horizons for direct instruction and independent practice to address their IEP needs. The district program specialist is a resource available for support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide on-going professional development in Language Arts and Math for administrator, teachers, and staff through staff meetings, after school training and at conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Support our strand focus in Creative Art and Environmental Science integration through the use of our STEAM Lab.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Materials and Supplies- no additional cost (See Goal 1 Action 7)

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, African-American, GATE, Homeless, Migrant

Strategy/Activity

Provide additional targeted in-school support for all students through the Literacy Intervention Teacher (LIT) to support with tier 2 targeted instruction using the Leveled Literacy Intervention curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Literacy Intervention Teacher

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students in grades K-2

Strategy/Activity

Teachers will provide necessary interventions for students in grades K-5. There will be opportunities for teachers to tutor and offer support to students in grades K-5.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5,000.00

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Certificated extra hours - tutoring

1043.00

Title I
1000-1999: Certificated Personnel Salaries
Certificated extra hours - tutoring

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

Support for teachers with the implementation of technology (Canvas) to facilitate parent communication on student academic progress will be provided by site technology specialist and district technology TOSAs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Recognize students for academic achievement, meeting AR goals, behavior recognition, attendance through special activities, assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
School Counselor

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries: Office Staff

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries: Library/Media Tech

200.00

Title I
5000-5999: Services And Other Operating
Expenditures
Incentives

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Operating costs to ensure full access to equipment, supplies, materials, and services to support the instructional program and instrument repairs, including copy and Duplo machines. Ensure confidentiality of documents and student information (Shred-It).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1825.00	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Duplo)
1860.00	LCFF 5000-5999: Services And Other Operating Expenditures Rental, Leases and Repairs (2-Portables for storage)
400.00	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Shred-it)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide appropriate operating costs for publications and warehouse charges to support the instructional program, including ELD and strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Foster, Homeless, Migrant, African American

Strategy/Activity

Provide additional targeted after-school support for academically at-risk EL students through the use of before and after school tutoring in the areas of Language Arts, ELD, and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6200.17	Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries: Teacher extra help/tutoring
1293.32	Title III 3000-3999: Employee Benefits Certificated Benefits
8,000.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries: Teacher extra help/tutoring
1,739.00	Title I 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Classified staff extra hour/substitutes to provide support to all staff and students throughout the day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,300.00	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries
1090.00	LCFF 3000-3999: Employee Benefits Classified Benefits
500.00	LCFF 2000-2999: Classified Personnel Salaries Clerical & Custodial Substitute
165.00	LCFF 3000-3999: Employee Benefits Clerical Substitute Benefits
2,000.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Salaries

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Teachers will participate in SST and IEP meetings to support student progress

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7,000.00	Title I 1000-1999: Certificated Personnel Salaries Subs for IEP's, SST's

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The district Science Specialist will work with grade level teams to implement NGSS Standards and lessons throughout all grades. The Math Manager will support teachers in implementing CCSS in math. Teachers will attend district sponsored professional development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Science Specialist
	District Funded 1000-1999: Certificated Personnel Salaries Math Manager

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2021-2022 school year, Marina West will focus on building rigor across all grade levels, while scaffolding instruction and providing intervention to students to achieve grade level standards. Teachers will concentrate on building and implementing writing across all content areas to promote critical thinking and better prepare them to meet district and state-wide assessments. Our teachers will also focus on Mathematical Mindset strategies to improve reasoning skills.

At Marina West, we will work as grade level teams during Professional Learning Community/Collaboration time on a bi-monthly basis, to discuss and analyze student data from formative (Star Early Literacy, Star Reading, Star Math, Interim Assessment Blocks, ELD assessments, teacher created assessments, and curriculum embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student progress and achievement. Student data will be used to guide and modify instruction and intervention provided to all students to ensure access to Common Core State Standards. Ongoing monitoring of student data will also enable grade levels to identify students in need of intensive, research based interventions that can be provided by the classroom teacher and Literacy Intervention Teacher during grade specific Universal Access time.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Students were on distance learning during most of the 2020-21 school year. Marina West will continue to focus on building strong academic foundations for all students. As a staff, we will discuss instructional strategies through our collaboration (PLC) process.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An analysis of our 2020-2021 SPSA and school assessment data resulted in the need for improved evidence-based instruction and collaboration amongst teachers. We also will implement an increased number of common formative assessments to closely progress monitor student success with an emphasis on writing across all content areas and continuing to implement the Mathematical Growth Mindset to continue to promote critical thinking skills. Instruction was will be based on data utilizing backwards planning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension Rate for 2020-21 was 0. Students were on distance learning.	Suspension Rate for the 2021-2022 school year will be less than 1.0%.
Panorama Education	School climate and student well-being will be measured through Panorama Education. The top three areas of need identified in the Fall 2021 survey are: emotional regulation, growth mindset, engagement	The following Key Indicators will be monitored based on Panorama Education data: Sense of Belonging Engagement Growth Mindset Social Awareness Self Regulation Teacher-Student Relationships Self Management
Attendance Data	2021-22 attendance data identified attendance as an area for growth.	Attendance data for 2021-22 will be monitored with the following goals: The number of students with Chronic Absenteeism will decrease The number of students referred to SARB will decrease

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue the implementation of PBIS through the CHAMPS model throughout the school. CHAMPS aims to improve student behavior plus strengthen learner engagement through clearly defined expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Materials and Supplies (See Goal 1, Action 7)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The PBIS Committee will meet monthly to guide actions relating to the improvement of school climate and provide targeted positive behavior support strategies to all staff to improve student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Safety Committee will review and update the Comprehensive School Safety Plan. The site will conduct monthly safety drills to ensure emergency preparedness for staff and students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement the site Guidelines for success and district Discipline Matrix to support positive student behavior. Use Shark Dollars to incentivize desired behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

435.00

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Principal will coordinate to provide professional development as needed on CHAMPS and Restorative Justice

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500.00

Source(s)

LCFF - Intervention
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide attendance certificates and other incentives (i.e. pencils, tee shirts) to encourage daily and timely attendance by all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

633.25

Source(s)

LCFF
4000-4999: Books And Supplies
Incentives

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Multiple campus supervisors to monitor school grounds, supervise common areas to ensure a safe school environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
11,400.00	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries: Campus Supervisors
3,762.00	LCFF 3000-3999: Employee Benefits Classified Benefits
500.00	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries: Campus Supervisors Extra Help
165.00	LCFF 3000-3999: Employee Benefits Classified Benefits
1,118.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Salaries: Campus Supervisors Extra Help
368.94	LCFF - Intervention 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of the RTI/MTSS model through the CST and SST processes to identify student needs and develop strategies for supporting student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide on-site counseling and support services to students through our site school counselor and outside agencies working with the school site. Counselor will provide counseling support through individual and/or group support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor
5000.00	LCFF - Intervention 3000-3999: Employee Benefits School Counselor Extra Help
521.50	LCFF - Intervention 3000-3999: Employee Benefits School Counselor Benefits
1000.00	Title I 1000-1999: Certificated Personnel Salaries School Counselor Extra Help
208.60	Title I 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monitor site discipline data, including referrals and suspensions through the PBIS Committee to make data driven decisions to improve school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Coordinate transition meetings for incoming Kindergarten classes and 5th graders transitioning to middle school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

After school program students

Strategy/Activity

A designated teacher liaison will support the After School Program and communicate with appropriate staff and help to support school needs by organizing curriculum, offering mentoring, and providing professional development for after school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Recognize students meeting school academic and behavior expectations through trimester awards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400.00

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Certificates

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide extra-curricular activities to increase student connectedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School-wide emotional support to promote health and wellness in class presentations and focus groups provided by the school counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
School Counselor

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide incentives to support positive student behavior. (i.e. monthly Fun Friday with art, games, music with the counselor at lunch recess)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

501.56

LCFF - Intervention
4000-4999: Books And Supplies
Supplies

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide drug, alcohol, and tobacco prevention education (Red Ribbon Week).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2021-2022 school year, Marina West will continue to build on our PBIS/CHAMPS process by continuing to implement a school-wide behavior and school climate program. Our program will emphasize a proactive and positive behavior management approach that will help address behavior before it occurs, collect data on student behavior and needs, and implement interventions. Teachers will focus on implementing CHAMPS strategies in their classrooms to establish clear expectations for students while promoting a caring and safe environment and keeping students highly motivated.

Within our PBIS Committee, school level representatives will collaborate at monthly meetings and review student discipline data and provide feedback and suggestions to stakeholders to improve student responsibility and safety.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During the 2020-21 school year, students were on distance learning most of the school year. We will continue to focus on systematically improving our CHAMPS procedures throughout the school setting.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the Panorama Education data resulted in a need to improve student engagement, growth mindset, and emotion regulation. At Marina West, we will provide continue to strengthen our PBIS and CHAMPS model and monitor key indicators of school climate such as social awareness, sense of belonging, teacher-student relationships and self management.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through the school website and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
EL Needs Assessment Survey	On the 2020-21 Needs Assessment, the top three needs identified by parents are: Helping students with homework, Behavior/Discipline, Motivating students to do their best	Data from Parent Needs Survey will help in planning Parent Nights for the 2021-22 school year.
English Learner Advisory Committee (ELAC) Attendance	Based on meeting sign-in rosters, average attendance at 2020-21 meetings was approximately 5.	Attendance to ELAC Meetings will increase to 10 based on attendance during 2021-2022 meeting sign-in rosters
Parent Attendance at Fall Conferences	In 2020-21 84% of Parents attended Parent Conferences.	Parent attendance at Fall Conferences will increase to 90%.
Parent Attendance at Back to School Night	2020-21 Parent Attendance for Back to School night was 60%	Parent attendance at Back to School Night will increase to 68% for 2021-22.
Parent Workshops	An average of 13 Parents attended Parent Workshops.	Parent attendance at Parent Workshops will increase to an average of 20 parents.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
School Site Council (SSC) Attendance	Five parents serve on the board with five staff members	80% attendance to all meetings from the SSC parent board and 10 additional guests

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

ORC will organize and staff will provide workshops for parents that will increase parent participation on topics of interest to parents (i.e. Oxnard PD gang presentations, academic presentations by teachers, etc.), increase attendance (incentives), increase student and parent connectedness. ORC will also connect with parents to support school programs such as Canvas and Lexia.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000.00	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Extra Help
5,000.00	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help
3,500.00	Title III 2000-2999: Classified Personnel Salaries Classified Extra Help
	Materials and Supplies - (See Goal 1 Activity 7)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Support staff, Principal, and site technology specialist will support teachers in documenting important information and instructional events on the school website

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

all students

Strategy/Activity

Gather input and update the Student-Parent Compact and Parent Involvement Policy with feedback from stakeholders and distribute to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Invite parents to attend parent-teacher conferences in the Fall and Spring (at risk students only) to discuss student progress. Offer translation for Back to School Night and other virtual/on campus meetings and events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,000.00	Title III 2000-2999: Classified Personnel Salaries Classified Salaries- Translation (Extra Help)
320.00	Title III 3000-3999: Employee Benefits Classified Benefits
1,000.00	Title III 2000-2999: Classified Personnel Salaries Classified-Translations OT
320.00	Title III 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold Title I meetings to inform stakeholders about Title I funding and how it supports student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide parent involvement forums in the school community including PTA, ELAC, School Site Council, and Coffee with the Principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

760.40

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Supplies, Materials, Refreshments

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Invite parents of English Learner students eligible for reclassification to participate in reclassification meetings and the reclassification celebration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250.00

Source(s)

Title III
5000-5999: Services And Other Operating Expenditures
Certificates, Refreshments, Medals

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education students

Strategy/Activity

Encourage parent participation in meetings to discuss student performance, including IEP's and SST's.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Seek parent feedback about English Learner programs, STEAM Lab, English learner needs and school climate through parent meetings and surveys including the English Learner Needs Assessment survey.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide clerical and classified support at meetings, events, after hours for translation, babysitting, custodial needs and appropriate staffing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500.00	LCFF 2000-2999: Classified Personnel Salaries Extra help, translation, babysitting
495.75	LCFF 3000-3999: Employee Benefits Employee Benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s) Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout most of the 2020-2021 school year, students were on distance learning. This limited our ability to offer activities and opportunities for engagement outside of zoom. With a return to in-

person learning, we will work to strengthen our focus on increasing parent engagement and attendance across all school meetings and forums. Parents will be encouraged to attend, participate, and be part of our School Site Council, ELAC, PTA, and Coffee with the Principal meetings. Families are an integral part of student success. At Marina West, we value their input and continued support in student achievement and providing opportunities for parents to participate in a variety of meetings and settings will help increase student success. We will also provide a variety of Parent Nights that focus not only on academics, but also attendance and social emotional support for families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. At Marina West, we had a slight increase in the number of parents attending monthly meetings and Parent Nights. We will continue to focus on increasing parent participation and attendance at our meetings and events to increase parent connectedness.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

An Analysis of the 2020-2021 sign-in sheets for parent meetings resulted in a slight increase in parent participation at school meetings with a higher number of parents attending Family Nights. We will continue to implement strategies and communication (Monthly Calendar, Black Board Connect, Peach Jar, Calls home, Parent Leaders) to help increase parent participation.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$70,075.00
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	\$179,924.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$51,275.00
Title III	\$18,800.00

Subtotal of additional federal funds included for this school: \$70,075.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$54,925.00
LCFF - Intervention	\$54,924.00

Subtotal of state or local funds included for this school: \$109,849.00

Total of federal, state, and/or local funds for this school: \$179,924.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	51,275.00	0.00
Title III	18,800.00	0.00
LCFF	54,925.00	0.00
LCFF - Intervention	54,924.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	54,925.00
LCFF - Intervention	54,924.00
Title I	51,275.00
Title III	18,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	450.00
2000-2999: Classified Personnel Salaries	LCFF	15,200.00
3000-3999: Employee Benefits	LCFF	5,677.75
4000-4999: Books And Supplies	LCFF	24,512.25
5000-5999: Services And Other Operating Expenditures	LCFF	9,085.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	8,118.00
3000-3999: Employee Benefits	LCFF - Intervention	5,890.44
4000-4999: Books And Supplies	LCFF - Intervention	22,415.56

5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	1,500.00
1000-1999: Certificated Personnel Salaries	Title I	17,493.00
2000-2999: Classified Personnel Salaries	Title I	5,000.00
3000-3999: Employee Benefits	Title I	1,947.60
4000-4999: Books And Supplies	Title I	25,874.00
5000-5999: Services And Other Operating Expenditures	Title I	960.40
1000-1999: Certificated Personnel Salaries	Title III	6,200.17
2000-2999: Classified Personnel Salaries	Title III	5,500.00
3000-3999: Employee Benefits	Title III	1,933.32
4000-4999: Books And Supplies	Title III	4,916.51
5000-5999: Services And Other Operating Expenditures	Title III	250.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	133,264.00
Goal 2	27,513.85
Goal 3	19,146.15

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Elva Gonzales-Nares	Principal
Lisa Barid-Mayeda	Classroom Teacher
Rebecca Williams-Meza	Classroom Teacher
Nichole Flores	Classroom Teacher
Reyna Moreno	Other School Staff
Alejandra Flores	Parent or Community Member
Leticia Ceja	Parent or Community Member
Gabriela Vazquez Vidrio	Parent or Community Member
Norelena Botello Aguirre	Parent or Community Member
Eva Barraza	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/27/2021.

Attested:

	Principal, Elva Gonzales-Nares on October 27, 2021
	SSC Chairperson, Lisa Baird-Mayeda on October 27, 2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thurgood Marshall K-8 School	56725380100362	October 18, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Marshall TK-8 Academy of Visual and Performing Arts focuses on SEI instruction. Our school mission is to inspire students to reach their highest potential and our vision is to create and maintain a culture of safety, academic success and a college and career going for all students. Through the mediums of technology, visual and performing arts, we inspire students to reach their highest potential and become leaders in their community.

Marshall staff provides an environment that fosters support for all students in TK-8th grade. Our special programs include Deaf and Hard of Hearing, the Children's Academy of Listening, Language and Learning, and Visually Impaired. Our visual and performing arts program is under development.

The focus at Thurgood Marshall School is optimal learning for every student. Our instructional staff regularly reflect on best practices to monitor student progress and plan instruction. We collaborate to align instruction to the Common Core Standards for all subject areas. The staff reference district assessment timelines to ensure that curricular areas are covered in a timely manner and that all children are engaged in learning. The Administrators monitor instruction through regular classroom visitations and student monitoring conferences with individual teachers and grade levels. This year, Marshall will have the support of one site ISP teacher to help support instruction in the areas of Language Arts and Math.

Thurgood Marshall School staff are proficient at using data to guide their teaching and student learning with ongoing progress monitoring data of individual students. Throughout the year, teachers participate in regularly scheduled staff development. Grade level teams collaborate on the essential standards in language arts, mathematics, and English Language Development (ELD). Teachers share grade-level data to plan lessons that embed instructional strategies and differentiate for students' individual needs. PLC teams analyze data from the district and school-based assessments. Summative and formative data analysis allows teachers, parents, and students to monitor progress toward academic goals, determine which strategies and interventions are working, identify when students need intervention, and target specific needs of individual students.

The staff recognizes that students coming to school this academic year have growing academic and social-emotional needs. Marshall's goal for the 2021-2022 year is to focus on student-centered instruction that allows for rigorous questioning and opportunities for writing across the curriculum. Marshall intends to focus on collaboration to help shift the teaching pedagogy by focusing on data-driven and standards-based instruction while continuing to incorporate twenty-first-century learning skills. For targeted students, specific interventions and in-class interventions are offered. The CST/SST Team continues to implement and refine the Multi-Tiered System of Supports (MTSS) model. Marshall conducts regularly scheduled Student Success Team (SST) meetings with a panel of staff members to address the needs of at-risk students.

English Language Development instruction is a priority. The ELD standards are the guide for instruction and teachers use Wonders curriculum and core subject matter to develop student understanding. To ensure that ELD instruction is targeted to students' skill level, teachers collaborate for ELD, grouping students based on ELPAC levels. Students have daily required ELD time to practice academic vocabulary, acquire English language skills, and become proficient in English. Grade level collaboration meetings and student monitoring conferences are held to track student progress and plan strategies to address student needs. Designated and Integrated ELD instruction is implemented through the curriculum in language arts and mathematics and other curricular subjects. Integrated ELD strategies and evidence-based practices provide support to EL students.

Our site is home to the Deaf and Hard of Hearing (DHH) and Visually Impaired programs that serve students throughout the district and county for the VHH program. The students in our programs are integrated into general education classes when appropriate. Marshall has five Special Education Teachers who provide instruction and support to our students in K-8th grades. Some students are assigned a one to one paraeducator to provide for behavior support. These paraeducators are OSD employees and some some from outside agencies.

Additional programs are used in order to provide our students with various learning opportunities. The Accelerated Reader (AR) program helps all students to hone their comprehension skills and encourage a love of reading. The online MyON program supports reading progress for students. Lexia Core 5 and Power Up supports our students with intervention and enrichment in reading support. ST Math provides additional support in the area of Math. Technology is utilized by all classes for research, and the use of software programs allows students additional time to practice and develop their skills in reading and mathematics.

Thurgood Marshall School's highly qualified teachers meet the district and state guidelines. Common Core training in the areas of reading/language arts and mathematics empowers our staff to be effective instructional leaders. The staff regularly participates in high-quality, district-approved training in all core disciplines including technology.

Marshall School continues to incorporate a safe and positive learning environment with the lead from our Positive Behavior Intervention Support (PBIS) Team. There is a school-wide implementation of CHAMPS at Marshall and staff use a progressive discipline model to respond to student behavior in the classroom, on the playground and administration level. The PBIS team meets on a regular basis to analyze data and identify areas of need and focus on the campus in order to help strengthen the positive learning environment. The school counselor provides Social Emotional lessons to classes in addition to restorative circles and mindful practices.

Parent involvement is a key element for the continued academic success at Marshall School. Teachers regularly communicate with parents by phone, the Canvas Parent App, text messages, school website, social media, e-mails, and conferences. Parents are invited to a variety of general parent meetings, family nights, and virtual classroom activities. Opportunities to volunteer are made available throughout the year. Parents are conforming to the Oxnard School District guidelines for volunteers to go through the background clearance process (this is currently suspended due to COVID guidelines). Teachers use standards-based progress reports and assessment data at parent/teacher conferences to inform parents of their children's progress. Parenting classes share knowledge and practices that benefits families and helps parents to better support their children's learning. Throughout the year, parents are offered a list of opportunities to receive training and be involved in the school program through PTA, School Site Council, ELAC and "Coffee with the Principal and Parents".

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Formal observations are conducted two to three times a year, with the direction from human resources as to who will be evaluated. Informal observations and walkthroughs occur as often as every day, but no less than once a week. Through the walkthroughs and observations, it was evident that a shift in pedagogy was needed to lead the direction of the need in not only our school site but district focus as well. Through discussions with the school leadership team, it was noted that the academic and instructional focus this year needed to be focused on student-centered standard-based instruction, increasing rigor and teacher collaboration.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The teaching staff have had professional development opportunities focusing on Star assessment monitoring and data interpretation as well as CAASPP IAB (Interim Assessment Blocks) assessments that provide data which helps to drive and modify instruction. The school leadership team analyzed the prior year's and the fall data at the beginning of the school year to reflect on instructional practices and plan for the vision and goals for 2021-2022 school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers utilize Star assessments, ELLevations, and CAASPP IAB resources to help monitor student progress throughout the school year. PLC's are held every other Tuesday to focus on analyzing data to make instructional decisions for lessons and utilize the cycle of inquiry to guide their professional practice.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Literacy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Marshall has dedicated two staff meetings per month to specific collaboration and two staff meetings for Professional Learning Community collaboration.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Marshall school we have a Multi-Tiered Systems of Support (MTSS) model that we follow that allows for identification of targeted interventions. Staff is trained to focus on targeted interventions and a variety of materials and strategies are provided to assist students in effectively meeting their targets.

Evidence-based educational practices to raise student achievement

Teachers are trained to provide evidence based instructional practices to raise student achievement for all students. This includes Para Educator support for grades Kinder to 3rd grade, district Canvas TOSAs, our district Science Specialist and our district Math Manager, as well as lead teachers on campus specializing in certain academic areas of focus. Additional time is given for teacher collaboration which includes ongoing review of assessment results and strategies.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are given multiple opportunities to be involved in parent groups. School Site Council, ELAC and "Coffee with Principal" are regular opportunities and are open to all interested parents. PTA is another growing organization that gives parents the opportunity to meet and plan supports for our school. Virtual Family Nights are open to parents and families. During the 2021-22 school year, Virtual Family Nights are planned for AVID, Mathematics, Canvas and Music and the Arts.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Parents, community representatives, teachers and other school personnel stakeholders that are part of input and decision making in regard to the design and implementation of the SPSA and budget. Our Middle School orientation meetings are held annually to inform parents about the academy stand, A-G requirements and an overview of opportunities of the middle school.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Marshall uses its Title funds to target and support under performing students. The Intervention Support Provider (ISP) Teachers focus on targeted struggling students and identifies specific needs of the students to develop lessons to help close the achievement gap. The services also include teacher collaboration specifically focusing on data analysis which will help to drive instruction to meet the needs of under performing students, specifically English Learners, African American students, Foster Youth, Homeless and Special Education Students. Title III funds specifically target students focusing on opportunities such as after school tutoring for under performing English Learners.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In collaboration with the school leadership team, Marshall staff and ELAC review and provide input for the SPSA plan in order to recommend the SPSA to school site council. The SPSA is approved annually, however School Site Council meets on a monthly basis to monitor the goals and actions

and overall spending of categorical dollars. Any changes to the plan are reviewed and approved by stakeholders for the recommendation and resubmission to School Site Council for final approval.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The last full academic year, our students were unable to receive in-person tutoring and the school was unable to further develop the Visual and Performing Arts strand focus. However, the expenditures for health and safety were increased. These factors were due to the impact of the pandemic.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.51%	0.42%	0.4%	3	3	3
African American	3.54%	3.89%	3.3%	21	28	26
Asian	1.69%	1.39%	1.4%	10	10	11
Filipino	3.37%	3.34%	2.6%	20	24	21
Hispanic/Latino	81.11%	82.48%	83.8%	481	593	669
Pacific Islander	0.17%	0.28%	0.3%	1	2	2
White	7.59%	6.82%	6.8%	45	49	54
Multiple/No Response	2.02%	1.39%	1.5%	12	10	12
Total Enrollment				593	719	798

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	93	95	89
Grade 1	88	77	78
Grade 2	92	93	75
Grade 3	98	101	91
Grade 4	87	98	98
Grade 5	71	93	99
Grade 6	64	91	100
Grade 7		71	98
Grade 8			70
Total Enrollment	593	719	798

Conclusions based on this data:

This data shows that Marshall has a high population of Hispanic/Latinx youth and a significant amount of African American youth. The student population has grown due to the completion of the TK-8th grade roll up during the 2021-2022 school year. Our Outreach Specialist and Counselor help support all students who are entering Marshall and educating students in 8th grade about A-G Requirements in High School. Additionally, some of our staff attend the African American Parent meeting made available to all parents.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	231	207	182	39.0%	28.8%	22.8%
Fluent English Proficient (FEP)	37	88	118	6.2%	12.2%	14.8%
Reclassified Fluent English Proficient (RFEP)	15	49	32	6.5%	21.2%	15.5%

Conclusions based on this data:

Our data shows that 22.8% of students are English Learners and 15.5% are reclassified students. Teachers continue to incorporate reading and writing into all core subjects across the curriculum. Staff is trained on how to incorporate various teaching strategies to improve language instruction for the English Language Learner. Staff use integrated ELD strategies and evidence based practices during instruction to support EL students.

School and Student Performance Data

Star Early Literacy

Thurgood Marshall K-8 School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	64	6	9%	7	11%	4	6%	47	73%	700
Grade 1	74	9	12%	11	15%	7	9%	47	64%	757
Grade 2	6	4	67%	1	17%	0	0%	1	17%	676

Conclusions based on this data:

Our data reflects that many of our Kindergarten students are at a level three (At/Above Benchmark) on the Star Early Literacy. Pupils in the 1st grade are at 64% At/Above Benchmark. This reflects a learning gap in this grade with the remaining students falling in levels one, two and three.

Those students in the 2nd grade who were assessed with the Early Literacy test (which is only given to 2nd graders when they score below a certain threshold on the Star Reading) will need support as four of the six scored in Level 1. These scores from Spring 2020-21 require additional assessment in the fall of the 2021-22 school year under more reliable assessment environments, specifically within the classroom setting under the supervision of a teacher.

School and Student Performance Data

Star Reading

Thurgood Marshall K-8 School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	65	17	26%	10	15%	11	17%	27	42%	2.7	263
Grade 3	90	17	19%	23	26%	14	16%	36	40%	2.8	364
Grade 4	92	25	27%	22	24%	14	15%	31	34%	2.6	423
Grade 5	98	29	30%	15	15%	12	12%	42	43%	2.7	562
Grade 6	94	20	21%	25	27%	13	14%	36	38%	2.7	636
Grade 7	85	18	21%	21	25%	18	21%	28	33%	2.7	704
Grade 8	51	15	29%	13	25%	4	8%	19	37%	2.5	791

Conclusions based on this data:

School-wide our grade levels hovered around the STAR Reading Average of 2.7. In teasing out the levels in which students fell within the same average percentage. Like the Early Literacy, these scores from Spring 2020-21 require additional assessment in the fall of the 2021-22 school year under more reliable assessment environments, specifically within the classroom setting under the supervision of a teacher. Similar to our conclusion about ELA scores, our site team concluded that the data from the spring assessment is not fully valid since the testing environments could not be determined as adequate testing environments.

School and Student Performance Data

Star Math

Thurgood Marshall K-8 School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	74	7	9%	5	7%	2	3%	60	81%	3.6	441
Grade 2	67	15	22%	8	12%	6	9%	38	57%	3	479
Grade 3	90	25	28%	25	28%	10	11%	30	33%	2.5	516
Grade 4	92	30	33%	26	28%	12	13%	24	26%	2.3	558
Grade 5	98	20	20%	24	24%	9	9%	45	46%	2.8	659
Grade 6	93	21	23%	20	22%	16	17%	36	39%	2.7	693
Grade 7	89	22	25%	26	29%	13	15%	28	31%	2.5	700
Grade 8	62	21	19%	12	19%	18	29%	20	32%	2.7	748

Conclusions based on this data:

In grades 3rd through 8th, students average level was 2.6. However, in first-grade students averaged at level 3.6, and in 2nd grade, the students' average level was 3. Like the Early Literacy, these scores from Spring 2020-21 require additional assessment in the fall of the 2021-22 school year under more reliable assessment environments, specifically within the classroom setting under the supervision of a teacher. Our site time included that the data from the spring assessment is not fully valid since the testing environments could not be determined as adequate testing environments.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high-quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Early Literacy Assessment	Fall 2021 Baseline Data Percentage of students who scored At/Above benchmark: Kinder - 23% Grade 1 - 27%	Students in grades K-2 who meet or exceed benchmark will increase by 10%. Students will demonstrate growth by moving one or two levels across the different levels in the STAR 360 Early Literacy Assessment and 3-5% of students will move from approaching to meeting and or exceeding the STAR Early Literacy Assessment.
Star Reading	Fall 2021 Baseline Data Percentage of students who scored At/Above benchmark: Grade 2 - 32% Grade 3 - 37% Grade 4 - 38% Grade 5 - 25% Grade 6 - 40%. Grade 7 - 34% Grade 8 - 41%	Students in grades 1-8 who meet or exceed benchmark will increase by 10%. Students will demonstrate growth by moving one or two levels across the different levels in the STAR 360 Reading Assessment and 3-5% of students will move from approaching to meeting and or

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		exceeding the STAR Reading Assessment.
Star Math	Fall 2021 Baseline Data Percentage of students who scored At/Above benchmark: Grade 1 - 2% Grade 2 - 35% Grade 3 - 10% Grade 4 - 23% Grade 5 - 5% Grade 6 - 16% Grade 7- 39% Grade 8 - 32%	Students in grades 1-8 who meet or exceed benchmark will increase by 10%. Students will demonstrate growth by moving one or two levels across the different levels in the STAR 360 Math Assessment and 3-5% of students will move from approaching to meeting and or exceeding the STAR Math Assessment.
Reclassification Rates	Reclassification Rates 21.2% of EL students in grades 3-7 reclassified during the 2019-2020 school year.	The reclassification rate of EL students will increase by at least 10%.
CAASPP Math	2018-2019 Scores Percentage of students who met or exceeded benchmark: Grade 3 - 38% Grade 4 - 35% Grade 5 - 20% Grade 6 - 15%	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from approaching to meeting and or exceeding the SBAC standards in Math.
CAASPP ELA	2018-2019 Scores Percentage of students who met or exceeded benchmark: Grade 3 - 32% Grade 4 - 48% Grade 5 - 50% Grade 6 - 32%	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from approaching to meeting and or exceeding the SBAC standards in ELA.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The District Math Manager will support teachers in implementing Math Mindset strategies and ST Math.

The Science Instructional Specialist will support teachers in implementing Science strategies and Mystery Math.

Teachers will continue to use CANVAS for instruction and communication with parents. The District Technology TOSAs will support teachers in implementing CANVAS, report cards and other technology related to instruction.

The District English Learner TOSAs will support teachers in implementing Designated and Integrated ELD interventions and strategies; how to reduce the amount of students who are Long-term English Learners; and implementation of the OSD EL Master Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
None Specified
Certificated Salary: District Math Instructional Specialist

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains all students, with an emphasis on English Learners, Foster Youth, Homeless, Special Education and African American population groups.

Strategy/Activity

Professional Learning Community meetings will support teachers to implement ELA and Math Common Core Standards. The principal will lead progress monitoring meetings with grade levels. Staff will analyze assessment results from regular assessments such as IAB, Star, Wonders unit assessments, Study Sync and My Math chapter assessments to make instructional decisions.

Teachers will meet weekly focusing on specific collaboration. Teachers will also utilize collaboration time to monitor the progress of African American Students and English Learners, Foster Youth, Special Education and Homeless Students. The school leadership team will meet on a regular basis to monitor and guide school-wide academic progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Teacher Extra Hours
Certificated Substitutes

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to All Students.

Strategy/Activity

Dedicated ELD instruction will be provided to EL students by classroom teachers daily in grades K-5. Students in grades 6-8 will receive one period of ELD instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2721

Source(s)

Title I
4000-4999: Books And Supplies
Supplemental materials

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains all students, with an emphasis on English Learners, Foster Youth, Homeless, Special Education and African American population groups.

Strategy/Activity

ISP (Intervention Services Provider) teacher will provide support and intervention to address the needs of identified students in Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

28000

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated Salary: ISP Teachers

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Coordinated Services Team (CST) and Student Success Team (SST) meetings will be held to address the instructional needs of at risk students. Outreach Coordinator (ORC) coordinates SSTs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

390

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Teacher Substitutes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

In order to improve reading achievement, the district has provided a Literacy Intervention Teacher (LIT) for the Marshall School site. This teacher is site-based and will support language arts instruction in grades 2nd-3rd and will work directly with students using the LLI curriculum targeting EL, Foster Youth, Homeless, Special Education and African American students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

1000-1999: Certificated Personnel Salaries
Teacher Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Teachers will analyze curriculum based assessments in ELA, Math and ELD to progress monitor and to plan and coordinate tutoring for targeted EL students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5640

Title III
1000-1999: Certificated Personnel Salaries
Teachers: Extra Help

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Integrated Art Units for the Visual and Performing Arts will be taught throughout the school year in grades K-8. A virtual Spring Fling Culminating activity will showcase student work at the end of the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF
1000-1999: Certificated Personnel Salaries
Teacher Extra Help

5500

LCFF
4000-4999: Books And Supplies
Materials for Visual and Performing Arts (\$5.00 per Student)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Accelerated Reader, Star, MyON, and Lexia will be used to support student literacy across all grades. Lexia will be used for intervention and enrichment. ST Math will be used to help with math intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Lexia, MyON, AR, ST Math, Lexia

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Teachers and Staff will have use of the Canon copier machines, laminator and Duplo copy machine for support in duplicating instructional materials as well as services to shred documents that reflect private information and are no longer needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

7284

LCFF
5000-5999: Services And Other Operating Expenditures
Maintenance Agreement (includes Shredder)

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Formative Assessments, as well as summative assessments, will be used to support progress monitoring of students in language arts and math. Data will be analyzed to drive the curriculum instruction aimed at increasing student achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional Cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Administration will do regular classroom walkthroughs to ensure student engagement during implementation of Common Core Standards in Language Arts, ELD and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional Cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to Special Education students.

Strategy/Activity

The Special Education Team will hold timely IEP (Individual Education Plan) meetings to review student progress, goals and review support services which are part of the plan. 504 Plans are also reviewed annually.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Certificated Substitutes

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Monthly recognition of student progress toward meeting their goals in Accelerated Reader (AR), STMath, and Lexia, as well as achievement and participation in the CAASPP assessment through the purchase of student incentives

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

LCFF
4000-4999: Books And Supplies
Student Incentives

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Implement My Math lessons that align with the Common Core Standards with support of Jo Boaler Math Mindset.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Teacher Salary

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Administration will support integration of technology to promote student learning throughout the curriculum. The District Technology Technician will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
District Tech

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

A Music Teacher for grades TK-8 is contracted for the school year. The teacher will work with students in grades TK-5 and 8th as part of the the Academy of Visual and Performing Arts Strand.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Music Teacher

5000

LCFF
4000-4999: Books And Supplies

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

To enhance the science curriculum, Mystery Science materials will be provided to students in grades K-5th grade

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

No addiitonal cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Professional Development will be provided through training on initiatives that support our instructional program which will include EL students and the implementation of AVID in grades 6-7. Provide AVID Tutors to students in grades 7th and 8th.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2550

Title I
5000-5999: Services And Other Operating Expenditures
Conference expenses
Professional development

4342

Title I

	4000-4999: Books And Supplies AVID Materials
7200	Title I 2000-2999: Classified Personnel Salaries AVID Tutors Hourly Pay
1000	Title I 1000-1999: Certificated Personnel Salaries AVID Teacher Meetings Extra Hours
1000	Title I 5800: Professional/Consulting Services And Operating Expenditures AVID Field Trip(s)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

New books will be purchased for the library to add to Accelerated Reader selections and to meet the needs of students in grades 6-8. Physical improvements in the Library will increase student and teacher access.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12000	Title I 4000-4999: Books And Supplies Books for Library Middle School and Advanced Upper Grades Students
1800	Title I 4000-4999: Books And Supplies Class Set of Books for 7th Grade

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

To support implementation of the instructional program, classroom materials and supplies will be ordered from the district warehouse and from approved vendors.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

48776

LCFF
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Students participating in the After School Program will receive enrichment in the arts. For example, ASP staff will provide learning opportunities through movement, music, and other arts related activities aimed at deepening student understanding of Visual and Performing Arts to support the school site strand focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional Cost

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Technology will be integrated with instruction focusing on Common Core State Standards. The site will provide technology equipment in order to enhance current technology for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
8000	LCFF 4000-4999: Books And Supplies Headphones and Keyboards
5000	LCFF 6000-6999: Capital Outlay Replace Technology

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Teachers will have the opportunity to take students on virtual field trips to enrich academic studies. This also includes opportunities for AVID virtual college field trips and experiences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4500	LCFF 5000-5999: Services And Other Operating Expenditures Virtual Field Trip Fees
4500	LCFF 5000-5999: Services And Other Operating Expenditures Field Trip Supplies Related to Visual and Performing Arts

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Opportunities for intervention beyond the regular school day will be offered to targeted students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

15107

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Certificated hourly rate for tutoring

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Professional development will be provided to teachers as support in how to develop effective lessons for integrated and designated ELD through instructional practices such as scaffolding, sheltering, preview and review in addition to learning walks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Professional development
Certificated Substitutes

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to English Learners.

Strategy/Activity

EL student progress will be monitored through data meetings reviewing Star, My Math, Wonders, CAASPP, CELDT and the ELPAC. Administration will target instruction during ELD time to improve ELD instruction to ELD students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1140	Title III 1000-1999: Certificated Personnel Salaries Teacher in Charge Extra Hours Certificated Substitute
6720	Title III 1000-1999: Certificated Personnel Salaries Certificated Salary

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Technology and sound equipment will be used to enhance the Academy of Visual and Performing Arts Strand

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 4000-4999: Books And Supplies Sound Equipment/Technology for Focus Strand

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to COVID-19 and the school closures, the CAASPP, ELPAC and CA Dashboard will reflect scores from the 2018-2019 school year. Marshall maintained overall proficiency in 2018-2019, despite some grade levels dropping scores in Math and a slight improvement in Language Arts. In order to continue to close the gap in Language Arts, this school year, Marshall will continue to provide interventions and will dedicate time to teacher collaboration to analyze data to guide instructional decisions. In addition, the district will provide a Literacy Intervention Teacher who will target specific students. Marshall will also provide two additional site funded ISP teachers to provide specific targeted support for ELA and Math. During collaboration time, teachers will be analyzing data from Star, CAASPP Interim Assessment Blocks, ELD assessments, Lexia and ST Math data, as well as other assessments that will help to monitor student achievement. Students who are not performing will be monitored and will coordinate with the CST and SST team if necessary. Teachers will collaborate to focus on best first instructional practices and evidence-based Tier 1 interventions, which will be provided by the classroom teacher.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year the overall Marshall budget is less due to the increase in the amount of students. Last year enrollment was 800 and this year the current enrollment is 774. Although there are more funds, we have more of a need and therefore our resources are limited.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Marshall has dedicated its focus this year to continue to improve instructional practices to provide the best learning opportunities for our students. Collaboration time still continues to be a central focus and due to the distance learning schedule we are able to maximize PLC collaboration throughout the grade levels on Wednesdays. Due to COVID-19 and state assessments not being administered in 2019-2020, the teacher leadership team analyzed the current data from district benchmarks and assessments to determine our direction for the 2021-2022 school year. Despite being on distance learning due to COVID-19, our staff continues to focus on student centered, rigorous questioning and writing throughout the curriculum.

Marshall will continue to utilize two district funded ISP Teachers to focus on language arts intervention. In addition, Marshall will allocate funding for two additional ISP Teachers to focus on math intervention. The site will also continue the work with Mathematical Mindset strategies to continue to deepen students understanding of critical problem-solving skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Data	Suspension rate for 2019-2020 was 2.09 %	Continue to reduce the number of student behavior referrals and keep suspension rate at 0% growth.
Attendance Data	Chronic Absenteeism rate for 2019-2020 was 9.9%	Chronic Absenteeism rates for 2020-2021 will decrease by 2%
Panorama Survey	<p>The Panorama survey was administered in Spring 2020, which included grades 3-5 with 91 students participating.</p> <p>Emotion Regulation rate was 55%</p> <p>Growth Mindset rate was 61%</p> <p>Self Management rate was 71%</p> <p>Social Awareness rate was 70%</p>	<p>For grades 3-5:</p> <p>Emotion Regulation rate will increase by 20%</p> <p>Growth Mindset rate will increase by 14%</p> <p>Self Management rate will increase by 4%</p> <p>Social Awareness rate will increase by 5%</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Implementation of PBIS school-wide and CHAMPs in common areas. Under the guidance of our School Counselor and Outreach Specialist will fully implement CHAMPs in all grade levels using all components of the program for positive behavior support. Establish school guidelines and implement them throughout campus. Create and foster a safe and positive culture amongst students such as Spirit Weeks, Social Skills Building, LGBTQ+ Alliance, FNL, and Community Circles. FNL/Student Leadership Team Meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
CHAMPs program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Healthy choices will be taught and reinforced with Red Ribbon Week. Incentives with healthy choice themes are given to students by our School Counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF
4000-4999: Books And Supplies

Strategy/Activity 3**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The Outreach Specialist will provide students with attendance and/or tardy incentives that promote regular attendance and engagement in distance learning and the hybrid learning model.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF
4000-4999: Books And Supplies
Incentives

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Support will be provided for the needs of Homeless Youth through weekend snack backpack distribution. The students will be identified and supported by the Outreach Specialist.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
No Additional Cost

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The site SARB team will hold meetings with parents of students who are chronically truant. Set up positive reinforcement contracts with targeted students and their parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Additional Cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Students, staff and parents will participate in Panorama survey for data collection related to social-emotional health.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Continue use of Positive Behavior Intervention Support plan school wide, use of Restorative Justice and CHAMPS to support positive behavior and keep suspensions at a minimum. CHAMPS Store items for students to purchase using CHAMPS bucks. The Bulldog Paw Pad offers intervention

and support for students to build positive relationships and receive counseling based lessons and services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Intervention 4000-4999: Books And Supplies CHAMPS Store Items
1500	LCFF 4000-4999: Books And Supplies Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The referral system for social emotional student needs is supported by the CST and SST process. All staff trained on updated forms and procedures such as data collection and data monitoring. Students will be provided with materials to support the need of self-regulation, coping skills and healthy habits.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Intervention 4000-4999: Books And Supplies Materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

TK-8th Grade students will receive foundational social skills through Second Step.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
4000-4999: Books And Supplies
Second Step program

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

School Counselor works with staff to support the social and emotional needs of students who need extra support. Targeted students needing Tier 2 Rtl social and emotional support receive individual, and or group counseling lead by Counselor on topics such as divorce, friendship, anger management and trauma. Panorama data will be used to target specific groups of students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
No Cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

PBIS Committee will monitor student discipline data each trimester for purposes of determining how to further support student behaviors, as well as how to implement school wide MTSS for student behaviors. PBIS Team will meet regularly to review the school plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Staff Extra Hours

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The site will promote a "Kindness Challenge" Week to promote kindness and address an anti bullying school culture on campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF
4000-4999: Books And Supplies
Materials

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Radios will be maintained as needed to increase communication for staff during the regular day and during safety drills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000

Source(s)

LCFF
4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Student recognition assemblies for high academic achievement, strong development of interpersonal skills and improvement in academic and social aspects are held.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000

Source(s)

LCFF
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Campus Assistants monitor students during recesses and before and after school and will also support safety for the reopening of schools.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18800

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Campus Assistants

3000

LCFF
2000-2999: Classified Personnel Salaries
Additional Campus Assistant

LCFF
2000-2999: Classified Personnel Salaries
Extra Hours

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The Safety Committee will monitor the Safety Plan and make necessary revisions and updates. School wide emergency drills will be held once a month. Supplies will be replenished and updated when necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Extra staff hours
3000	LCFF 4000-4999: Books And Supplies Safety Materials

Strategy/Activity 17**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Inventory of appropriate safety supplies will be maintained.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 18**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Staff development on STOIC (Structured Classroom Teaching Behavioral Expectations, Observing and Supervising, Interacting Positively with Students and Correcting Fluently) will be given to teachers and Campus Assistants periodically throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

CHAMPS assemblies for all grade levels will review program structure after each vacation break and as needed throughout the year. Our goal is that all staff will deepen their implementation of the CHAMPS structure. Time Management lessons will be targeted specifically for grades 6-8 to help provide support and engagement during distance learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
CHAMPS program

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Marshall School has completed the roll up of TK-8th grade. Marshall has seen a need to focus on students' social-emotional well being, especially students coming to school with trauma. One response, in particular, that was developed by the PBIS team was to incorporate a space where students could receive counseling and given an alternative to recess to help with their social-emotional needs. As a result, the PBIS team, with the lead of the counselor, developed the "Bulldog Paw Pad" where students can go to participate in games, activities, yoga, restorative circles and lessons provided by the school counselor. Due to COVID-19, the Marshall PBIS Team will look at other alternatives to support for students. The goal is for the students to achieve a positive self-being. Marshall also provides opportunities for students to be rewarded for positive behavior by providing a CHAMPS store.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19 and the school closures, Marshall was unable to complete the full implementation of the Bulldog Paw Pad. Marshall continues to implement strategies to help strengthen the support of our students for their socio-emotional well-being. The implementation of the Panorama survey has allowed the team to target specific students with targeted interventions.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year, Marshall will continue to utilize the PBIS team to lead the way as we continue to monitor data and analyze the needs of our students as they roll up to older grade levels. This will include meeting the needs of not only the TK-5 grades but also the 6-8 grades as well. Student discipline, attendance, and engagement will also be monitored and analyzed monthly to determine how PBIS can help support the needs of our students. A targeted focus this year for middle school will be teaching students time management skills through CHAMPS and AVID strategies to help increase engagement during distance learning.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation in parent meetings: SSC, ELAC, PTA, Coffee with Principal	In 2019-2020 an average of 15 parents participated in PTA meetings. An average of 15 parents participated in ELAC meetings. An average of 5 parents participated in Coffee with Parents meetings.	Attendance at PTA meetings will increase by 25% at PTA meetings. Attendance at ELAC meetings will increase by 25%. Attendance at Coffee with Parents meetings will increase by 25%.
Parent attendance at Virtual Back to School Night	There were 301 Parents that participated in the Virtual Back to School Night.	Parent participation at back to school night will increase by 20%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students.

Strategy/Activity

Parents are given an overview of involvement opportunities at 1) Kindergarten Transition, 2) Middle School Orientation and 3) Back to School Night. At these meetings, the SPSA action steps, budget and expenditures are discussed and input from parents is provided. Additionally, Title I Meeting(s) are held. Parents are invited to attend either the Chat with the Principal or Coffee with the Counselor and ORC.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title I
2000-2999: Classified Personnel Salaries
Translation

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

School Site Council gives parents an opportunity to participate in a council that reviews the school budget and SPSA at regularly scheduled meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

English Learner Advisory Committee (ELAC) gives parents opportunities to become informed about reclassification, how to support their child's progress in school, community issues, safety items and other initiatives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

300

Title III
2000-2999: Classified Personnel Salaries
Babysitting

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents are invited to celebrations including: Spring Reclassification Celebration to honor EL students in Grades 3-8 who met reclassification requirements during the school year and students that participated in athletics throughout the school year for an annual sports banquet.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

Title III
4000-4999: Books And Supplies
Reclassification Refreshments

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents receive notices for parent meetings and other pertinent school information through Peach Jar flyers, Parent Connect and school website.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	LCFF 4000-4999: Books And Supplies Supplies

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents are invited to attend Parent Teacher conferences to discuss their child's progress twice a year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
700	Title I 2000-2999: Classified Personnel Salaries Translators
500	Title I 2000-2999: Classified Personnel Salaries Translators

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Family Nights give parents opportunities to learn how to support their child in the areas of Math and Visual and Performing Arts and Deaf and Hard of Hearing, AVID, 8th Grade Promotion and information meetings, and COVID-19 safety meeting updates.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help
250	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help
2000	LCFF 4000-4999: Books And Supplies Promotion Supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Coffee with Principal gives parents the opportunity to hear more about the school program in an informal setting.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Refreshments

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parents receive support in areas such as parenting and nutrition in seminars lead by community agencies or staff during parent meetings throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

Parent volunteers will be honored with a Spring "thank you event" with Principal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF
4000-4999: Books And Supplies
Refreshments
Supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The ORC gives ongoing support to parents in need through Operation School Bell, health referrals and referrals to community support services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ORC (see goal 1, activity 6)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

PTA offers parents a way to be involved in fundraising and other activities which support the instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students.

Strategy/Activity

The school administration and parents will jointly develop the school's Parent Compact.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Due to the school closures and COVID-19, all school meetings will be conducted virtually until it is deemed safe to resume in person activities. As we enter the new year, we will continue to provide families with various opportunities to be part of the school community at Marshall School. School Site Council, ELAC, PTA, DHH Parent Nights and Coffee with Parents are meetings that provide information to parents and the community. In addition to meetings, Marshall school in coordination with PTA provides curbside family dinner nights in the community to help fundraise. PTA also helps with Spring Fling which showcases the academy strand. At the beginning of the year, parents are invited to middle school orientation to learn more about middle school offerings and strand focus. Back to School Night provides an opportunity for parents and the community to learn more about our school program and interact with staff.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No in-person events such as, Spring Fling, Reclassification celebration, the Sports Banquet and the remainder of the parent nights were held due to the school closures as a result of COVID-19. As Marshall is now fully established as a TK-8th grade school, we will continue to strengthen our parent and community engagement and find way to ensure that our middle school families are welcomed and supported even in a virtual setting.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During 2021-2022 Marshall will continue to build upon family and community engagement, especially with the roll up of the middle school. Parents will continue to have opportunities to be part of the school community.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$78,613.00
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	\$240,220.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$63,813.00
Title III	\$14,800.00

Subtotal of additional federal funds included for this school: \$78,613.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$141,000.00
LCFF - Intervention	\$20,607.00

Subtotal of state or local funds included for this school: \$161,607.00

Total of federal, state, and/or local funds for this school: \$240,220.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	63,813.00	0.00
Title III	14,800.00	0.00
LCFF	141,000.00	0.00
LCFF - Intervention	20,607.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	141,000.00
LCFF - Intervention	20,607.00
Title I	63,813.00
Title III	14,800.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	3,390.00
2000-2999: Classified Personnel Salaries	LCFF	21,800.00
4000-4999: Books And Supplies	LCFF	94,526.00
5000-5999: Services And Other Operating Expenditures	LCFF	16,284.00
6000-6999: Capital Outlay	LCFF	5,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	18,607.00
4000-4999: Books And Supplies	LCFF - Intervention	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	29,250.00
2000-2999: Classified Personnel Salaries	Title I	9,650.00

4000-4999: Books And Supplies	Title I	21,363.00
5000-5999: Services And Other Operating Expenditures	Title I	2,550.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,000.00
1000-1999: Certificated Personnel Salaries	Title III	13,500.00
2000-2999: Classified Personnel Salaries	Title III	300.00
4000-4999: Books And Supplies	Title III	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	190,670.00
Goal 2	41,800.00
Goal 3	7,750.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Mary Elisondo	Principal
Maureen Aryeetey	Classroom Teacher
Sarah Falls	Classroom Teacher
Sandy Sloan	Classroom Teacher
Alex Salazar	Other School Staff
Xilomen Durazo	Parent or Community Member
April Luis	Parent or Community Member
Jeannete Cortez	Parent or Community Member
Brenda Pacheco Perez	Parent or Community Member
Lucy Castillo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 18, 2021.

Attested:



Principal, M. Elisondo on 10/18/21



SSC Chairperson, Sandy Sloan on 10/18/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Christa McAuliffe Elementary School	56725380100362	October 20, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

At Christa McAuliffe Elementary School, our theme this year is two-fold; "Return to Normalcy" and "It's Always a Great Day to be a Challenger!" This school year, we have created a vision that parallels the Oxnard School District Student Profile with the purpose for students to become innovators, problem solvers, achievers, global thinkers, collaborators, digital learners, and focused on the future. At McAuliffe we are committed to Accelerate Learning for students academically, support social-emotional learning for all students, and engage families to foster a partnership in their child's education. This academic year, we have enthusiastically been awaiting the return of students to full-time in-person instruction since March 2020. This comes with some challenges, but we have committed to overcoming and providing the best education for each student. The staff attended 3 days of district-wide professional development district to prepare for the upcoming challenges of the year that included addressing Literacy, Culturally Responsive Teaching, Math, as well as Special Education topics such as Facilitated IEP's, Inclusion and SEL/Behavior Support. The staff and faculty collaborated and put actions in place to address the academic and social emotional needs of students. McAuliffe's outlined plan for the 2021-22 school year is comprehensive and includes all

student groups. Our vision, mission, and goals are set with intentionality as it ensures students' current and anticipated needs are met. The overall plan focuses on academics, socio-emotional support, and parent engagement.

Our School Plan for Student Achievement, SPSA, outlines our plan in three goals. First, is instruction, assessment and monitoring of students in the core of academics - Math and English Language Arts. The staff has committed teaching grade level standards through an Accelerated Learning model while inserting Remediation strategies when interventions are needed. In addition, we are committed to serving students through the Multi-Tiered Structures of Support pyramid with particular focus on Tier 1 -RtI Academics and Positive Behavior Interventions and Supports, PBIS, and Social-Emotional Learning. We believe that with high quality first-instruction, which includes; standards based lesson design, classroom interventions, resources, and use of evidence-based practices, 85% of students will reach mastery of the standards. Part of the process to target instruction is the Cycle of Inquiry which entails Analyzing Evidence, Determining a Focus, Implementing and Supporting, and Analyzing Impact. With these staff commitments, the expected outcome, our Vision, is "to empower all children to achieve excellence by unlocking their full potential, incorporating STEAM practices while fostering a student-centered culture, cultivating responsible citizens, and ensuring students are equipped to meet the challenges in the world around them." Second, Social-Emotional Learning (SEL) has always been important, but in this current environment, our site has a heightened awareness to account for the well-being of students and make efforts to provide resources. Supports for SEL include; our PBIS Committee is dedicated to the STOIC model through our STAR (Strive to be present every day, Treat others with kindness, Act responsibly, Respect others) expectations in common areas and in the classroom, providing consistent support from our counselor and Outreach Coordinator through class presentations, assemblies, parent nights, and small groups, and staff daily Community Circles every morning. Finally, we are looking for new ways to support families as the community attempts to navigate this "return to normalcy." We are fostering the partnership by offering several opportunities for stakeholder input and engagement, increase communication lines, and providing resources and support to families. In this year's plan, our goals remain the same, but how we provide support looks different.

Goal One - ACADEMICS

1. This academic school year, our students, across all grades, will focus on exceeding, achieving, or moving closer to the mastering grade-level standards. Teachers are committed to increasing the rigor of instruction and student learning across the English Language Arts and Mathematics content areas. These areas will be assessed by using STAR 360 Assessments, Interim Assessment Blocks (IABs) and teacher-generated assessments (Kindergarten). Teachers have outlined their expectations of incorporating evidence based classroom strategies with particular focus on collaborative conversations amongst students.

2. Our site has six Special Day Classes serving students with special needs. Four of those classes are dedicated to students who have moderate to severe disabilities. Two of our Special Day Classes support students who have mild/moderate disabilities and have eligibility for Emotional Disturbance.

3. As outlined in McAuliffe's vision, the expectation is for students, in every subgroup and in every grade level, "to empower all children to achieve excellence by unlocking their full potential, incorporate STEAM practices while fostering a student-centered culture..." This goal will be reached through Teacher Efficacy. Teacher Efficacy is a by-product of the continued Professional Learning Community work, which began four years ago, and provides an arena for teachers to collaborate with grade-level peers to plan, analyze data, set goals, and share strategies to support below benchmark, at-benchmark, and exceeding benchmark students.

Students not making significant progress are identified through data analysis and student monitoring conferences by the teacher and administration. Students identified as not meeting benchmark receive Tier I instruction and interventions within the classroom. Any student needing Tier II or Tier III level Interventions are supported through a small group setting, team-teaching amongst the grade-level, and/or our Intervention Service Provider(s) (ISPs) and Literacy Intervention Teacher (LIT). Students at Tier II may be referred to Coordination of Services Team (CST) and/or the Student Success Team (SST). The Multi-Tiered System of Supports (MTSS), which includes CST and SST, is a multifaceted support system. Students identified through this process are provided interventions, tools, or strategies (with social/emotional support) with support from our Outreach Coordinator, School Counselor, and Psychologist.

4. The aforementioned Vision statement addresses our Science, Technology, Engineering, Arts, and Mathematics (STEAM) practices embedded in instruction. McAuliffe has a rich history of incorporating the arts into instruction through visual arts, plays, poetry reading and writing.

Goal Two - SOCIO-EMOTIONAL

5. A concerted effort has been made by staff to create and maintain a student-centered culture that cultivates responsible citizens and ensures students are equipped to meet the challenges in the world around them. Our school guidelines follow the acronym S.T.A.R. These represent: Strive to be present every day - Treat others with kindness - Act responsibly - Respect others and their belongings. These guidelines provide expectations to students for their behavior, in and out of class. Student behavior is incentivized by receiving STARbucks that will be placed in a raffle to be cashed in weekly. The expectations are shared in morning announcements, assemblies, in the classroom through school signage, and parents receive them through social media, including our website. To promote positivity and acceptance throughout the school, we created the motto of "It's Always a Great Day to be a Challenger" to demonstrate that all students and staff are accepted and welcomed at our school. This, coupled with our daily Community Circles, builds relationships and connections with others on the campus.

The PBIS Team also reviews data and provides support to staff and teachers who request suggestions on how to support students with behavior. McAuliffe earned a Bronze PBIS award for it's efforts in creating positive behavior supports in the classroom and we will strive for the silver award further creating supports in common areas such as the cafeteria, playground, recess area, hallway, and library.

Our site feels an obligation to be culturally responsive and honor diversity. Our site Library/Media Tech has a special focus this year on diversity and acceptance. Each week, when a class visits the library she will read a book related to this focus.

Goal Three - PARENT - ENGAGEMENT

6. A key part of the academic, social, and emotional support is parent participation. The strongest component of parent involvement is the site Parent Teacher Association (PTA). The partnership with the PTA provides an avenue for parents to participate through volunteering, fundraising, and creating a climate of inclusivity. Our English Learner Committee and School Site Council are also avenues for parents to partner with the school. The role of the parent is vital to the mission and vision we have for students in meeting the goals outlined in the document.

7. Parents are invited to participate in any of our councils, meetings, associations or chats about supports the school offers to their children.

8. Communication on how to support the family/school partnership will be shared through newsletters, emails, social media posts, and videos by our site administrator and other McAuliffe staff.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Each grade level has outlined a Priority Standard, for both English Language Arts and Math, to focus on per month. With each Priority Standard, each grade level has committed to a classroom strategy that will support mastery of the priority standard. Each classroom strategy was connected to an OSD "Look For." All observations and visitations by administration were connected with this framework in mind.

Feedback was offered from the Principal as to how best to support instruction based on the "Look For", classroom strategy, and Priority Standard committed to by grade level. Walkthroughs will include feedback to teachers on these practices in the classroom. A key part of classroom observation will be connecting classroom strategies to data.

In addition, administration will be trained this year on instruction rounds. Instructional rounds is a systematic approach for a group of educators to observe a classroom, observation debrief, collaboration, and creating a unified approach to improve student learning.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

McAuliffe has been and will continue to use site-based, district and state assessments to inform and improve instruction, student learning and social emotional well-being. These assessments include: Star, IABs, writing and Panorama surveys. Weekly meetings are held with staff to discuss and analyze results to inform planning for instruction and development of needed supports.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is reviewed weekly during PLC meetings. The Cycle of Inquiry is the foundation that guides the discussions in Professional Learning Communities. Each teacher has committed to the Cycle of Inquiry which consists of; analyze the evidence, determine a focus, implement and support, and analyze impact. Focused PLC meetings take place 2-3 times a month and each meeting targets 1 aspect within the Cycle of Inquiry. It is a process that the staff has committed to repeating in 6-8 week cycles.

In addition, each teacher will meet with administration to analyze data for each student in their classroom. The goal of the student progress monitoring is to ensure all student needs are met. Topics of progress monitoring meetings consist of differentiating instruction, providing in-class interventions, lesson design, and "Child Find."

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

McAuliffe teachers are in the fourth year of Professional Learning Community (PLC) training. The focus this year is teaching to grade level Priority Standards for English Language Arts, Mathematics and Writing. The purpose of the PLC time is to improve student achievement through data analysis, teacher collaboration, setting goals, creating actions, and reassessing assessment data. Our team and staff believe our actions through a deep dive into the Cycle of Inquiry and a focus on Tier 1 First Instruction will raise student achievement. Additional foci of PLC time include Social-Emotional Learning (MTSS Pyramid- Tier 1- PBIS/SEL) and Interventions (MTSS Pyramid- Tier 2 RtI Academic). Time is offered on the 2nd, 3rd and 4th Tuesday of the month for PLC's to meet.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Students identified by a teacher in the data analysis part of the Cycle of Inquiry are supported in class through interventions such as small group instruction, differentiating instruction, and targeted skill-based remediation techniques. The groups are flexible and based upon a student's needs. Any student needing supports beyond Tier I classroom intervention is supported within the Multi-tiered System of Supports process that includes daily intervention and analysis of progress and within a six to eight-week cycle. Students are referred to the Coordination of Services Team if they do not make significant progress. This Team reviews and discusses the progress of students and determines if a student is to move forward in the process that can lead to assessment for one or more of the 13 handicapping conditions outlined in the Special Education guidelines. At any time, a parent or other person can request an assessment for Special Education.

Evidence-based educational practices to raise student achievement

The McAuliffe staff is committed to teaching grade level standards through Accelerated Learning, not remediation. The focus of the Accelerated learning is using the Priority Standards as a foundation to use evidence-based classroom strategies to raise student achievement. McAuliffe has committed to Tier 1 instruction for ALL students where 85% of students will reach the lesson objective and grade level benchmark through detail-oriented lesson design and evidence-based strategies.

An important factor in raising student achievement is teacher collaboration through focused Professional Learning Communities. The PLC's have committed to analyzing data through the Cycle of Inquiry to target and meet all student needs.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Currently, virtual parental engagement is made available to parents of under-achieving students through the activities and funding outlined in the School Plan for Student Achievement. This includes a Transitional Kindergarten and Kindergarten Orientation where academic and behavior expectations are outlined. Throughout the year, parents are invited to attend Back to School Night and Family nights that emphasize STEAM, Middle School Transition, and college introduction. Parents are asked to attend formal Teacher/Parent Conferences to discuss their child's progress. However, parents are encouraged to inquire about their child's progress by having informal meetings with teachers, requesting IEPs, or requesting to meet with any support staff such as the School Psychologist, Site Counselor, Outreach Coordinator and/or Administrator. We hope to provide the resources described above to under-achieving students in-person when available.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, Faculty, Staff, Parents and Community members are Stakeholders whom we value. These Stakeholders are all encouraged and invited to share their input regarding student success, goals, strategies, and ideas of how to best serve the families and students represented at McAuliffe Elementary. Each member is key in outlining and providing input in the goals and activities outlined in this plan. The input for this year's School Plan for Student Achievement (SPSA) began in the spring of 2021 as faculty, staff and parents evaluated the prior year's SPSA. Members of the site Leadership Team, School Site Council and English Language Advisory Committee analyzed the goals, strategies, and funding for this school year.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The determination of which funded services are offered to students and parents is determined by the analysis of data provided by site-based, district benchmark, state assessments and surveys. Categorical funding from Title I, and Title III supports interventions for below benchmark students. Title I funding will subsidize the collaboration time offered in the Professional Learning Communities and will allow purchase of supplies to support student achievement.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "school-wide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

A regular part of the creation of the School Plan for Student Achievement (SPSA) is a spring (prior year) evaluation of the goals, strategies, and funding by the Site Leadership team. The results are reported back to the staff by their team representative. Parent groups such as School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent-Teacher Association (PTA) are included in the development process and they provide input into the plan.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

The substitute shortage has impacted our instructional program as our teachers have not been able to attend several Professional Development opportunities during the school day. The para educator shortage has impacted our instructional program as well in TK, Kindergarten and all Special Education classes.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.14%	0%	0%	1	0	0
African American	2.29%	2.37%	1.7%	16	15	10
Asian	1.58%	1.74%	1.0%	11	11	6
Filipino	2.87%	2.69%	3.2%	20	17	19
Hispanic/Latino	79.37%	79.3%	80.1%	554	502	475
Pacific Islander	0.14%	0.32%	0.3%	1	2	2
White	11.03%	10.9%	9.8%	77	69	58
Multiple/No Response	2.58%	2.69%	3.9%	18	17	23
Total Enrollment				698	633	593

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	133	123	104
Grade 1	93	96	100
Grade 2	96	100	96
Grade 3	116	90	94
Grade 4	127	111	86
Grade 5	133	113	113
Total Enrollment	698	633	593

Conclusions based on this data:

Based on the Student Enrollment data provided, the ethnic makeup of students at McAuliffe is 80.1% Hispanic; 9.8% White with the remaining percentage a mixture of ethnicity. The percentage of these groups has remained fairly consistent from year to year. Approximately 40% of students enrolled at McAuliffe are Intra/Inter district transfers or overflowed from their home school. The enrollment for the 2021-22 decreased by 55 students. McAuliffe will continue to monitor the Enrollment data to identify any specific supports needed by subgroup or grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	196	149	134	28.1%	23.5%	22.6%
Fluent English Proficient (FEP)	40	48	48	5.7%	7.6%	8.1%
Reclassified Fluent English Proficient (RFEP)	26	47	30	12.8%	24.0%	20.1%

Conclusions based on this data:

Through our Reclassification process, our English Learners are classified as follows: 8.1% Fluent English Proficient; 22.6% are English Learners and 20.1% are Reclassified (RFEP). The data represented shows an increase of students who are identified as Fluent English Proficient from the 18-19 school year to 20-21 school year, yet a decrease of 17 students who were RFEP'd from 19-20 school year to 20-21, which is 3.9% less.

Our goal is to increase the percent of RFEP'd students by 10% to 30.1% for the 21-22 school year. The teachers have committed to offering Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day. In addition, we plan on implementing a 5 week intensive after school test prep program to prepare EL students for the ELPAC test in mid-March. Our goal is to have 3 teachers teach the after school test prep in classes of 20 students or less.

School and Student Performance Data

Star Early Literacy

Christa McAuliffe Elementary School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	59	2	3%	5	8%	5	8%	47	80%	747
Grade 1	68	14	21%	19	28%	9	13%	26	38%	710
Grade 2	20	15	75%	3	15%	1	5%	1	5%	693

Conclusions based on this data:

For the STAR Early Literacy, 88% of Kinder students scored at Levels 3 and 4, while 51% of 1st graders scored at Levels 3 and 4, and 10% of 2nd graders scored at Levels 3 and 4. These numbers can be a bit deceiving because when students reach the early reading stages they forego the STAR Early Literacy Assessment and begin taking the STAR Reading Assessment. This transition typically takes place half-way through grade 1. Nevertheless, the STAR Early Literacy data indicates that there are a significant amount of students at the Urgent Intervention and Intervention level.

McAuliffe teachers and staff have established our goals and vision with this data at the forefront. Kinder, 1st, and 2nd grade teachers have committed to using the results as a baseline to collect data initializing the Cycle of Inquiry. Research has proven the Cycle of Inquiry functions optimally when conducted in 6-8 week cycles. McAuliffe staff has committed to adding 2 extra STAR test windows above the 4 required by OSD thus truly committing to the 6-8 week cycle. At the conclusion of each cycle, PLC's have committed to analyzing the evidence, determining a focus, implementing and supporting, and reassessing. This process will take place 5 times throughout the academic school year.

These PLC conversations will lead to standards based instruction, best first instruction practices, lesson design to meet needs of all students, and differentiating instruction.

School and Student Performance Data

Star Reading

Christa McAuliffe Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Reading Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	89	26	29%	12	13%	10	11%	41	46%	2.7	279
Grade 3	88	18	20%	11	13%	8	9%	51	58%	3	394
Grade 4	82	16	20%	15	18%	13	16%	38	46%	2.9	480
Grade 5	109	26	24%	21	19%	24	22%	38	35%	2.7	536

Conclusions based on this data:

Due to school closures in March of 2020, our third through fifth grade students were not given an opportunity to take the CAASPP assessment in May of 2020 and May of 2021 which has driven us to look at local assessments more closely for the information needed to drive instruction. In the Spring of 2021, we used Star data to gauge overall student progress. We had an overall rate of 46% at/above benchmark. Currently, our Fall 2021-22 data reveal that our students regressed significantly with an overall proficiency rate of 32%.

McAuliffe teachers and staff have established our goals and vision with this data at the forefront. Second, Third, Fourth, and Fifth grade teachers have committed to using the data as a baseline to initialize the Cycle of Inquiry. Research has proven the Cycle of Inquiry functions optimally when conducted in 6-8 week cycles. McAuliffe staff has committed to adding 2 extra STAR test windows above the 4 required by OSD thus truly committing to the 6-8 week cycle. At the conclusion of each cycle, PLC's have committed to analyzing the evidence, determining a focus, implementing and supporting, and analyzing impact. This cycle will take place 5 times throughout the academic school year.

These PLC conversations will lead to standards based instruction, best first instruction practices, lesson design to meet needs of all students, and differentiating instruction.

School and Student Performance Data

Star Math

Christa McAuliffe Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	91	4	4%	13	14%	13	14%	61	67%	3.4	409
Grade 2	96	27	28%	16	17%	15	16%	38	40%	2.7	461
Grade 3	90	20	22%	16	18%	14	16%	40	44%	2.8	535
Grade 4	84	22	26%	19	23%	16	19%	27	32%	2.6	588
Grade 5	111	27	24%	27	24%	14	12%	44	40%	2.7	641

Conclusions based on this data:

Due to school closures in March of 2020, our third through fifth grade students were not given an opportunity to take the CAASPP assessment in May of 2020 and May of 2021 which has driven us to look at local assessments more closely for the information needed to drive instruction. In the Spring of 2021, we used Star data to gauge overall student progress. We had an overall rate of 44.6% of students at/above benchmark. Currently, our Fall 2021-22 data reveals that our students regressed in STAR 360 Math data with an overall rate of 23% at/above benchmark.

McAuliffe teachers and staff have established our goals and vision with this data at the forefront. Second, Third, Fourth, and Fifth grade teachers have committed to using the data as a baseline to initialize the Cycle of Inquiry. Research has proven the Cycle of Inquiry functions optimally when conducted in 6-8 week cycles. McAuliffe staff has committed to adding 2 extra STAR test windows above the 4 required by OSD thus truly committing to the 6-8 week cycle. At the conclusion of each cycle, PLC's have committed to analyzing the evidence, determining a focus, implementing and supporting, and analyzing impact. This cycle will take place 5 times throughout the academic school year.

These PLC conversations will lead to standards based instruction, best first instruction practices, lesson design to meet needs of all students, and differentiating instruction.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Mathematics

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

In the event that the 2021-22 CAASPP ELA and CAASPP Mathematics Assessments are taken the following data will serve as the Metrics/Indicators, Baseline/Actual Outcomes and Expected Outcomes.

To increase the capacity of teachers to deliver effective data-driven instruction.
 To provide equipment, materials and technology resources that support high-quality instruction.
 To provide opportunities for teachers to collaborate to improve teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	<p>3rd Grade - 31% of students Met or Exceeded on the CAASPP</p> <p>4th Grade - 41% of students Met or Exceeded on the CAASPP</p> <p>5th Grade - 46% of students Met or Exceeded on the CAASPP</p>	<p>3rd-5th: The percentage of students scoring at the Met or Exceeded will increase by 5%. Those who scored at Met or Exceeded will maintain their status on the CAASPP.</p> <p>Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 5%.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.</p>
CAASPP Math	<p>3rd Grade - 33% of students Met or Exceeded on the CAASPP</p>	<p>3rd - 5th: The percentage of students scoring at the Met or Exceeded will increase by 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4th Grade - 29% of students Met or Exceeded on the CAASPP</p> <p>5th Grade - 18% of students Met or Exceeded on the CAASPP</p>	<p>Those who scored at Met or Exceeded will maintain their status on the CAASPP.</p> <p>Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 5%.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.</p>
<p>STAR Reading and Early Literacy</p> <p>Kindergarten - 1st: Percentage of students achieving CAASPP benchmark on STAR Early Literacy Assessment</p> <p>2nd - 5th: Percentage of students achieving CAASPP benchmark on STAR Reading</p>	<p>As measured by the Star Early Literacy Fall 21-22 administration:</p> <p>Kindergarten - 32% of students At or Above Benchmark level</p> <p>1st Grade - 36% of students At or Above Benchmark level</p> <p>As measured by the Star 360 Reading Fall 21-22 administration:</p> <p>2nd Grade - 27% of students At or Above Benchmark level</p> <p>3rd Grade - 34% of students At or Above Benchmark level</p> <p>4th Grade - 60% of students At or Above Benchmark level</p> <p>5th Grade - 39% of students At or Above Benchmark level</p>	<p>As measured by the Star Early Literacy:</p> <p>Kindergarten - the percentage of students scoring At or Above Benchmark will increase to 37% by January 30th and to 42% by June.</p> <p>1st Grade - the percentage of students scoring At or Above Benchmark will increase to 50% by January 30th and to 60% by June.</p> <p>As measured by the Star Reading:</p> <p>2nd grade - the percentage of students scoring At or Above Benchmark will increase to 40% by January 30th and to 51% by June.</p> <p>3rd grade - the percentage of students scoring At or Above Benchmark will increase to 39% by January 30th and to 44% by June.</p> <p>4th grade - the percentage of students scoring At or Above Benchmark will increase to 65% by January 30th and to 70% by June.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>5th grade - the percentage of students scoring At or Above Benchmark will increase to 44% by January 30th and to 49% by June.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on STAR 360 by the End of Year administration.</p>
<p>STAR 360 Math and Kinder Math Assessment</p> <p>Kindergarten: Site Assessment for Math</p> <p>1st - 5th: Percentage of students achieving CAASPP benchmark on STAR 360 Math</p>	<p>Kindergarten - As measured by a teacher-generated assessments for Fall 21-22, 4% of students can count to 100, read, write and represent numbers to 20, add and subtract fluently to 5, and use math manipulatives/pictures to add and subtract to 10.</p> <p>As measured by the STAR 360 Math Fall 21-22 administration:</p> <p>1st Grade - 31% of students At or Above Benchmark level</p> <p>2nd Grade - 26% of students At or Above Benchmark level</p> <p>3rd Grade - 26% of students At or Above Benchmark level</p> <p>4th Grade - 33% of students At or Above Benchmark level</p> <p>5th Grade - 10% of students At or Above Benchmark level</p>	<p>Kindergarten - As measured by a teacher-generated assessments for Spring 21-22, 75% of students will be able to count to 100, read, write and represent numbers to 20, add and subtract fluently to 5, and use math manipulatives/pictures to add and subtract to 10.</p> <p>As measured by the STAR 360:</p> <p>1st Grade - the percentage of students scoring At or Above Benchmark will increase to 40% by January 30th and to 50% by June.</p> <p>2nd grade - the percentage of students scoring At or Above Benchmark will increase to 40% by January 30th and to 51% by June.</p> <p>3rd grade - the percentage of students scoring At or Above Benchmark will increase to 31% by January 30th and to 36% by June.</p> <p>4th grade - the percentage of students scoring At or Above Benchmark will increase to</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>38% by January 30th and to 43% by June.</p> <p>5th grade - the percentage of students scoring At or Above Benchmark will increase to 15% by January 30th and to 25% by June.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on STAR 360 by the End of Year administration.</p>
English Learners Reclassification Rate	In 2020-21, 30 students were Reclassified Fluent English Proficient following the district's reclassification procedures.	Increase the amount of students who are Reclassified Fluent English Proficient based on district reclassification procedures by 10% - to approximately 39 students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implementation of District adopted ELA/ELD and math curriculum as aligned with CCSS. Ensure the appropriate time for instruction at each grade level through monitoring daily classroom schedules and observations.

Materials and supplies will be purchased to support and supplement the core instructional program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

	District Adopted Materials
17945	LCFF 4000-4999: Books And Supplies Warehouse Charges
175	LCFF 5000-5999: Services And Other Operating Expenditures Spelling Bee Registration
32500	LCFF 4000-4999: Books And Supplies Materials
720	Title I 4000-4999: Books And Supplies Materials
5000	LCFF 5000-5999: Services And Other Operating Expenditures Graphics and Publications

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Intervention Support Provider(s) to provide small group math support for students in grades 3-5.

In addition, the district has hired Literacy Intervention Teachers (LIT) for each school site to provide extra support in ELA. The LIT teacher will be using Leveled Literacy Intervention (LLI) to provide extra support to students identified through our Multi-Tiered Support System. The initial emphasis will be to provide small group instruction to second grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries- LIT Teacher
31247	Title I 1000-1999: Certificated Personnel Salaries

	ISP Salary
2000	LCFF - Intervention 4000-4999: Books And Supplies Materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will have use of the laminator, Duplo and Canon copy machines in order to make the necessary copies of instructional materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 5000-5999: Services And Other Operating Expenditures Copies and Lamination
	District Funded Copier Contract

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use Star Program as an assessment/monitoring tool to identify students for intervention placement and leveled-instruction. The assessment will be administered every six-eight weeks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use curriculum assessments and CAASPP Interim Assessment Blocks to determine progress in Reading and Math.

Continue implementation of systematic instruction on writing process K-5 based on writing standards using district adopted language arts curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Curriculum

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

TK, Kinder, 1st, 2nd Grade students

Strategy/Activity

Provide primary grade level (TK-2nd) instructional support through the hiring of two paraeducators to support teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Staff will input all formative assessments results into Illuminate (OSD Student Data System), evaluate and analyze results and use the information to inform instructional decisions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
Illuminate software
LCFF 1000-1999: Certificated Personnel Salaries student progress monitoring

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Intervention in literacy, numeracy, and English Language Development. Interventions include AM Achievers and Before/After School Targeted interventions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6000
14000

Source(s)

Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Reading, Math, ELD
LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Reading, Math, ELD

3000

LCFF - Intervention
4000-4999: Books And Supplies
Instructional Materials and Supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library/Media Technician to upkeep school library and promote reading to all students TK-5 in addition to ensuring all teachers have district adopted curriculum for instruction.

Enrich the library with reading books with an emphasis on books centered around inclusion, diversity, and kindness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4500

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries: Library Media Technician

Title I
4000-4999: Books And Supplies
student books centered around inclusion,
diversity, and kindness

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teacher collaboration, observations and data analysis will occur in order to best address the needs of all students and maintain a Professional Learning Community. The primary focus of the PLC's is first instruction while differentiating instruction to meet the needs of all learners. Subjects of focus during PLC's include; English Language Arts, Math, and Writing. Meetings to take place weekly. In addition to PLC's, teachers will meet once a trimester for student progress monitoring conferences with the principal. The purpose of the progress monitoring is to look at first instruction practices and lesson design, provide resources and support, analyze data, provide targeted interventions based on student need, and identify students to be in the CST/SST process.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3100	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help- Leadership team meetings

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Professional Development provided to teachers by Educational Services that will include:

- Mathematical Mindset; which can include Jo Boaler via Zoom
- Maths PD from Math Manager- Julie Prater
- Math journals
- Math fluency
- Data review (IAB, STAR, etc.)

Teachers will use STMath to support student learning in a Tier 1 approach. An emphasis will be on providing academic incentives to meet ST Math goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Academic Incentives
2500	LCFF 4000-4999: Books And Supplies Dot Journals, Materials for fluency (games), Math Mindest Books (Jo Boaler)
1299	LCFF 5000-5999: Services And Other Operating Expenditures Graphics

District Funded
1000-1999: Certificated Personnel Salaries
Math Manager Salary

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

District Information Technology technician will maintain equipment and software to support student learning through technology.

Purchase and replacement of computer and technology equipment in order to support student learning

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries: District Technology
Technician

District Funded
Equipment

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students who are under performing or who are in need of academic and socio-emotional supports.

Strategy/Activity

Conduct CST/SST (Coordinated Services Team/Student Study Team) meetings to review, within our Multi-Tier System of Supports (MTSS), cases of students who are not making sufficient progress on grade level standards or who are demonstrating a need for behavior and social-emotional support.

Coordinate 504 meetings for students as needed.

Conduct IEP meetings for students who are identified as eligible for Special Educaiotn Services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help - ORC Facilitation of Meetings
3000	Title I 2000-2999: Classified Personnel Salaries CST/SST Substitutes
10000	LCFF 1000-1999: Certificated Personnel Salaries IEP Substitutes

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Repair or replace IT equipment.

District Technology Tech will support the STEAM units by keeping equipment in working condition and advising on new equipment.

Provide technology for student presentations of STEAM (Focus Strand) to peers and students.

Provide technology display of student data at CST/SST/IEPs and staff data meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Library Media Technician Salary
	District Funded

	2000-2999: Classified Personnel Salaries District Technology Technician
	District Funded 4000-4999: Books And Supplies Technology Supplies: Promethean boards, and training for proper use of Promethean Boards

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Use Accelerated Reader Program to support reading comprehension and fluency and as an assessment tool for identifying students in need of intervention.
Recognize students' growth on reading on AR and other areas of academics with school-wide challenges.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Accelerated Reader Program
3500	LCFF 4000-4999: Books And Supplies Incentives
800	LCFF 4000-4999: Books And Supplies Incentives - Student Store

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

RSP Special Education students are being supported by a Resource Specialist and a Speech and Language Therapist. Other providers that support based on student need include Occupational Therapist, and a Physical Therapist.

We also have 4 SDC classes with 2 classroom paraeducators in each classroom. SDC classes implement the Unique curriculum which is a research-based standardized curriculum designed for special education students.

Finally, we have 2 Therapeutic Learning Classes with 2 classroom paraeducators in each classroom. Materials will be purchased to support the TLC classes especially for social-emotional regulation. Students in the TLC class are expected to learn grade-level standards, take the STAR test, and use district apps on the iPad to support learning such as ST Math and Lexia.

Special education students are also included when analyzing data through the Cycle of Inquiry as well as Tier 1 instruction focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	LCFF 4000-4999: Books And Supplies Materials (\$750 per class)
	District Funded 1000-1999: Certificated Personnel Salaries Salaries for: RSP Teacher, SLP, Occupational Therapist, Physical Therapist
	District Funded 2000-2999: Classified Personnel Salaries Salaries for classroom paraeducators- special education
	District Funded 4000-4999: Books And Supplies Unique Curriculum

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implementation of CANVAS by all teachers and use the learning management system for student grades, assignments, access apps easily, and administer assessments. Use of CANVAS to communicate with parents.

Implementation of CANVAS by administration to send announcement to teachers, students, and parents, and communicate to all stakeholders.

District Tech TOSA to provide Professional Development and staff in the implementation of CANVAS

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures CANVAS Learning Management System
	District Funded 1000-1999: Certificated Personnel Salaries District Tech TOSA Professional Development

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

STEAM, Science Technology, Engineering, Arts, and Math, units to be taught in classes.

STEAM night for families to present projects by class.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Materials for STEAM units from previous years

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program to provide enrichment activities and allotted tutoring time through the City of Oxnard.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
ASP employees

District Funded
4000-4999: Books And Supplies
materials for After School Program

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Learners

Strategy/Activity

Implement the District Master Plan for English Learners.

Ensure implementation of McGraw-Hill ELD Curriculum through direct and embedded ELD instruction. Content area instruction will be supported through SIOP strategies.

Students placed in ELPAC proficiency leveled groups for ELD and provide instruction and intervention based on language goals.

Use data to target the specific educational needs of EL students and provide appropriate support and/or intervention.

Provide time, through staff development and release time for teachers to analyze EL assessments. Develop and review goals that focus on areas of need. Develop grade level block systematic ELD instruction time, 45 minutes for 1st-5th and 30 minutes for Kindergarten.

Recognize student Reclassification at an annual assembly.

Use District EL TOSAs to provide PD and support of designated and integrated EL instructional time.

Three teachers to implement a 5 week intensive after-school tutoring for EL students to lead up and prepare for taking the ELPAC test.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

	District EL TOSA
225	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours (5 hours) to assist with coordination of ELPAC
250	Title III 4000-4999: Books And Supplies Reclassification Awards
7614	Title III 5800: Professional/Consulting Services And Operating Expenditures 5 weeks after school tutoring - ELPAC preparation

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use MyOn and Lexia Programs to support literacy and reading comprehension through access on 1:1 devices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
MyOn Digital Library
District Funded
Lexia software

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Extra clerical support will be provided for special school events (i.e conferences, meetings, opening and closing of the school).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
100	LCFF 2000-2999: Classified Personnel Salaries Clerical Extra Help
500	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help - Interpretation

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

PE and recess equipment will be purchased so that students can take full advantage of our blacktop and grass area. In addition, students can participate in activities to promote a healthy, active lifestyle. We will use PE to address the social emotional needs of our students via physical activity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 4000-4999: Books And Supplies PE Equipment

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

To attain our goal of all students reaching high academic standards in reading and mathematics we have implemented strategies/activities to achieve the articulated goal into three categories; curriculum and supports, data analysis, and interventions.

McAuliffe uses the Common Core State Standards as the backbone of instruction and lesson planning. We have implemented with fidelity district adopted curriculum in both reading and mathematics. In addition, supports to teaching to the CCSS include, the Accelerated Reader program, MyOn and Lexia, Designated and Integrated ELD instruction, and STEAM focus units/activities.

Data is analyzed through Professional Learning Communities. During the PLC's, teachers have opportunities to collaborate with a targeted focus known as the Cycle of Inquiry. The data includes STAR 360 assessments, IAB's, writing assessment, and common formative unit assessments. The Cycle of Inquiry allows teachers to dive into the data to determine a focus, implement and support, and analyze the impact.

After data is analyzed, interventions will be provided to students who have not reached at/above benchmark levels. Students needing intervention can be identified through student progress monitoring and/or the CST/SST process. Interventions provided include paraeducators supporting TK/Kinder/1st grade classes, Literacy Intervention Teacher using the Leveled Literacy Intervention curriculum to support 2nd grade, and an Intervention Service Provider to support 3rd -5th grade. In addition, AM Achievers for identified students in 1st-4th grade and Before School/After School tutoring for students below benchmark on STAR Reading/Math assessments.

With our commitment to teaching the CCSS with supplied curriculum and supports, using a variety of data to drive instruction, and providing targeted intervention to identified students our goal of all students reaching high academic standards will be met.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Our current STAR 360 data in Early Literacy, Reading, and Math brings to our attention student needs as a result of the effects of the pandemic on academics.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

In addition to the goals to increase the percentage of students in the met/exceeded band of the CAASPP and increase the percentage of students in the at/above benchmark on STAR 360 assessments, we have committed to analyzing Student Growth Percentile (SGP) from the STAR 360 assessments. This is an indicator PLC's will be monitoring throughout the year and will help us monitor students and their growth in all bands. Focused data analysis collaboration in PLC's will keep our attention on moving students up throughout the levels.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

These needs reflect the return of student to in-person learning:

To continue the work of the PBIS Committee

To increase positive behavior

To provide social emotional supports and coping strategies

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Average school wide yearly attendance was 94.8% for the 2019-20 school year while we were in session from August-March and was not calculated for the 2020-21 school year.	Achieve an annual average attendance rate of 97% or higher in each grade level. Our overall goal is for our school-wide attendance to increase by 2.2%.
Referrals to Office	Based on the data from the 2020-21 school year, there were 11 office referrals. We were on distance learning until April 2021. In our last typical in-person year we had 189 office referrals.	To decrease the total number of office referrals by 10%
Panorama Student Survey	Students in 3rd-5th grade took the Panorama Survey in the Fall of 2021. The survey has provided us with baseline data in the areas of student SEL	To increase the overall percent favorable to 81% which is an increase of 10%. To increase Growth Mindset and Emotional regulation by 15% and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>competencies and learning supports/environments. Our overall rating was 71% favorable. The ratings by SEL topic were:</p> <p>Growth Mindset- 58% Good/Fair Self-Management- 69% Good/Fair Social Awareness- 70% Good/Fair Emotional Regulation- 49% Good/Fair Teacher Student Relationships- 80% Good/Fair Sense of Belonging- 72% Good/Fair</p>	<p>increase Self-Management, Social Awareness, Teacher Student Relationships, and Sense of Belonging by 5%.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implementation of PBIS school-wide and CHAMPS/STOIC in common areas, such as, bathrooms, cafeteria, and hallways.

Staff will fully implement CHAMPS/STOIC in all grade levels using all components of the program for Positive Behavior Support.

Establish school guidelines through the use of STAR and implement throughout campus.

Hold STAR guidelines assemblies throughout the year

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF

4000-4999: Books And Supplies
Materials

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ensure confidentiality of documents and sensitive student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

600

Source(s)

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Contract for Shredding Services

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Every morning teachers will have a community circle meeting within their classroom with a focus on social-emotional learning. Topics addressed during community circle include (but not limited to); character traits, focus on the OSD Student Profile, growth mindset, and STAR Guidelines/Expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
Time in class

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct CST/SST (Coordinated Services Team/Student Study Team) meetings to review, within our Multi-Tier System of Supports (MTSS), cases of students who are demonstrating a need for behavior and social-emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Classified Extra Help - ORC Facilitation of Meetings (see goal 1)

Title I
2000-2999: Classified Personnel Salaries
CST/SST Substitutes (see goal 1)

LCFF
1000-1999: Certificated Personnel Salaries
IEP Substitutes (see goal 1)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach Specialist will support students by assisting families and students with support in technology, chronic absenteeism, and parental skills support.
Outreach Specialist will support students by coordinating services needed at school and by helping families access social services in the community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Outreach Coordinator Salary

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Referrals from teachers, students and parents to Site Counselor will be made for individual student or small group counseling. Counselor to utilize Restorative Justice practices during conflict mediation.

Student discipline data will be monitored at intervals throughout the year to determine students/families who will receive referrals to outside agencies from ORC or support from the Site Counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Maintain a site Positive Behavior Intervention Support (PBIS) committee to lead school in implementation of multi-tiered system of support for behavior and social/emotional skill development at all school sites.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF

4000-4999: Books And Supplies
Counseling Materials

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in monthly emergency drills and annual earthquake drills. A school-wide evacuation drill will be conducted annually. A student reunification exercise will be conducted in the Spring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF

4000-4999: Books And Supplies
Materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The School Comprehensive Safety Plan Committee Leadership Team will monitor the Comprehensive Safety Plan and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No addiitonal cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student attendance and tardies will be monitored. Incentives for good attendance will be provided to individual students and classes.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3800

Source(s)

LCFF
4000-4999: Books And Supplies
Incentives

Strategy/Activity 11**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus Assistants work to support student supervision before school, during recess and lunch, and at dismissal.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5000

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Increase time of 4 campus assistants by 30
minutes per day

250

LCFF
2000-2999: Classified Personnel Salaries
Classified Extra Help - Time for Campus
Assistants to attend training

Strategy/Activity 12**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students, staff, and parents will participate in the Panorama survey for data collection related to social-emotional health and school climate.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Offer enrichment to students to support positive relationships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF
4000-4999: Books And Supplies
Materials

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide Paraeducators II and III training for implementation of NCI practices for students needing immediate intervention for safety of self and others.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Provided

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide training to students, staff, and parents on Disaster Preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Foster and Homeless Students

Strategy/Activity

The site Counselor and/or ORC will provide:

- monthly communication to families to support and provide outside resources
- students identified and communicated to teachers to support based on student need
- provide resources during times of need such as donated Christmas gifts and meals during Thanksgiving.
- provide students with support/resources such as; individual and/or small group counseling, lessons in the classrooms on Positive Behavior and conflict resolution skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	LCFF - Intervention 4000-4999: Books And Supplies Materials

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

McAuliffe has committed to meet our goal of meeting the needs of students in a social-emotional, health, and well-being through a learning environment that is safe, drug-free and conducive to learning, we have committed to providing a safe environment, providing clear expectations and guidelines, and interventions.

McAuliffe has committed to providing a safe environment by outlining our safety procedures in the Comprehensive Safe School Plan (CSSP). The CSSP is approved by the safety committee that meets once a month to address school needs such as monthly disaster drills, disaster preparedness, and school crisis. In addition, campus assistants are key in providing a safe environment for students.

Over the past few years, teachers have committed or providing clear expectations to students in the classroom through CHAMPS. This year, the entire staff has committed to teaching expectations through STOIC. The focus has asked that staff members look at all aspects on campus asking if the proper Structure has been provided, have we Taught the expectation clearly, are we Observing,

are we Interacting positively, and are we Correcting fluently. We have already seen the use of these practices when implemented correctly and thoroughly improve student behavior.

The Panorama Survey helps gather data to provide find areas of need and provide interventions. Interventions to meet the social-emotional, health, and well-being of students include; attendance incentives, restorative justice conversations with the counselor or administration, support from the counselor, and support form the Outreach Specialist.

With the focus of positive behavior from all staff members, we will accomplish our goal to meet the social-emotional, health, and well-being through a learning environment that is safe, drug-free and conducive to learning.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not any major difference between the intended implementation and expenditures. We plan to purchase materials for the unstructured (recess) times and are working with the PBIS team and campus assistants to develop our vision of a safer, more structured recesses. We have also and will continue to clearly communicate and teach the guidelines for success and schoolwide behavior expectations so that students know what the expectations are regardless of grade or areas within the school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The PBIS system in place has been working effectively to decrease office and playground referrals. We are continuing to improve on our current practices to continue to support students and teachers; specifically, restructuring the playground, campus assistant training on CHAMPS and STOIC, and schoolwide expectations for students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coffee with the Principal Participation	For the first meeting in 2021-22, 4 parents attended the first Coffee with the Principal.	Increase parent attendance to an average of 15.
ELAC Sponsored Parent Events Sign-in Sheets	In 2021-22, 12 parents attended the first ELAC meeting.	Increase parent attendance to an average of 15 per meeting.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games, and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach Specialist to provide support for parents in the area of attendance and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Outreach Consultant Salary (see Goal 2)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor will support families regarding behavior and social-emotional issues.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Counselor salary (see Goal 2)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Transitional/Kindergarten and New Students

Strategy/Activity

Orientation provided to Transitional/Kindergarten to discuss expectations, guidelines, and materials provided.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Hold Reclassification meeting for parents that have met district requirements to be Reclassified English Proficient

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Title III
1000-1999: Certificated Personnel Salaries
Administration - meeting

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Maintain effective communication with parents through parent conferences, using the Ed Connect system and translation services, school website, PeachJar, and social media to promote teaching and learning activities and school-wide events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Connect Ed

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct parent meetings such as: Title 1 meetings, ELAC, Coffee with the Principal, Provide meeting for parents to ease the transition from Elementary to Middle School. Topic included:

- AVID recruitment
- Incoming student support program
- SpEd Transition

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title I 4000-4999: Books And Supplies Parent Involvement Meetings Coffee w/ the Principal
1000	Title III 1000-1999: Certificated Personnel Salaries Certificated - Extra Help Counselor
250	Title III 2000-2999: Classified Personnel Salaries Child Care
250	Title III 4000-4999: Books And Supplies ELAC Refreshments
1000	Title III 2000-2999: Classified Personnel Salaries Classified Extra Help - ORC

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Gather input from stakeholders for items such as Parent Involvement Policy, School Compact, Site Budget, and SPSA - School Site Council, English Learner Advisory Committee, Parent Teacher Association, and Title 1 parent meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
250	Title III 4000-4999: Books And Supplies Materials
250	Title III 2000-2999: Classified Personnel Salaries Babysitting
111	Title III 4000-4999: Books And Supplies Refreshments

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

At McAuliffe, we have set a goal for all families to be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth. Two aspects to support families in this endeavor include increased communication and a facilitation of parent involvement.

Communication to families is integral in cultivating the school to home partnership. Communication to families has consisted of EdConnect calls and text messages, updating the school website, social media, and PeachJar. Additional communication includes teacher to parent communication through apps such as Canvas and ClassDojo.

Facilitating parent involvement is also integral in cultivating the school to home partnership. We strive to increase attendance at the following meetings; Title I, ELAC, PTA, School Site Council, and Coffee with the Principal. We are also providing targeted topics of parent interest such as; Attendance and Engagement, After School Program Parent Nights, and Kinder Orientation.

Through clear and consistent communication and facilitating parent involvement, we will accomplish our goal for all families to be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There are not major changes with the expenditures or overall implementation listed. We have changed meeting times to meet the needs of parents. In addition, we have held meetings via Zoom to follow COVID protocols.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

We have not made any major changes to the metrics or annual outcomes of the goal. We plan to administer a survey to parents to plan parent meetings based on parent survey results.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$59,417.00
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	\$180,486.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$48,217.00
Title III	\$11,200.00

Subtotal of additional federal funds included for this school: \$59,417.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$101,569.00
LCFF - Intervention	\$19,500.00

Subtotal of state or local funds included for this school: \$121,069.00

Total of federal, state, and/or local funds for this school: \$180,486.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	48,217.00	0.00
Title III	11,200.00	0.00
LCFF	101,569.00	0.00
LCFF - Intervention	19,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	101,569.00
LCFF - Intervention	19,500.00
Title I	48,217.00
Title III	11,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	13,100.00
2000-2999: Classified Personnel Salaries	LCFF	5,350.00
4000-4999: Books And Supplies	LCFF	74,045.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,474.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	600.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	14,000.00
4000-4999: Books And Supplies	LCFF - Intervention	5,500.00
1000-1999: Certificated Personnel Salaries	Title I	37,247.00
2000-2999: Classified Personnel Salaries	Title I	5,500.00

4000-4999: Books And Supplies	Title I	5,470.00
1000-1999: Certificated Personnel Salaries	Title III	1,225.00
2000-2999: Classified Personnel Salaries	Title III	1,500.00
4000-4999: Books And Supplies	Title III	861.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	7,614.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	159,475.00
Goal 2	17,650.00
Goal 3	3,361.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Brian Blevins	Principal
Nancy Diaz	Classroom Teacher
Maria Liston	Classroom Teacher
Taylor Lumas	Classroom Teacher
Heidi Trevisan	Other School Staff
Gary Snyder	Parent or Community Member
Lola Brisco	Parent or Community Member
Valerie Garcia	Parent or Community Member
Allysa Lopez	Parent or Community Member
Randi Friday	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 20, 2021.

Attested:

	Principal, Brian Blevins on 10/20/2021
	SSC Chairperson, Valerie Garcia on 10/20/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

McKinna has developed the School Plan for Student Achievement (SPSA) to align with the approved Local Control and Accountability Plan (LCAP) for the Oxnard Elementary School District as well as the goals stated within the OSD biliteracy-literacy pedagogy. This plan ensures equal opportunities for all students which is essential in meeting the ESSA requirements. McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration in grades K-5. Teachers have opportunities for bi-weekly grade level and cross grade level collaboration. This is especially important for building school wide capacity within the DLI program in K-3 and Standards Based instruction across grade levels. In addition, the PLC model is essential to help McKinna teachers build and implement effective instruction within our Learning Management System - Canvas. All grade level teams are committed to the PLC Guiding Goals to improve first instruction for all students.

- We will build a data driven culture school wide to increase student achievement.
- We will implement high leverage teaching and learning practices school wide to increase student achievement.
- We will teach, model and reinforce school wide expectations and social-emotional strategies to increase self-regulation, resilience and peaceful problem solving.
- We will commit to standards based teaching and learning within a balanced literacy model.
- We will focus on strategic teaching of writing across all content areas.
- We will focus on oracy and the development of academic language through scaffolds, strategies and supports across all content areas.
- We will focus on strategic lesson planning to ensure our students are exposed to rigorous learning opportunities.
- We will communicate regularly with families through various means including: Canvas, Parent Connect, email, school website, phone calls, video bulletins, flyers, our school marquee and social media.
- We will hold parent meetings to provide information on effective methods for supporting student learning.
- We will focus on the OSD Student profile to guide our decisions in preparing students to be confident, solutions oriented, college and career ready, compassionate, multilingual, multicultural and global thinkers.
- We will connect families with resources to ensure basic needs are met such as shelter, food, clothing, social emotional supports and more.
- We will focus on strengthening our DLI instruction to ensure our students are developing as bilingual, biliterate and bicultural students.

McKinna teachers and staff are committed to ensuring that each of our students reaches his or her full potential through high expectations, ongoing collaboration, and targeted, focused instruction. Our school's priority is to provide a safe learning environment where all students are supported academically, emotionally and socially, to develop to their fullest potential. We consider families our most essential partners in achieving this mission!

The McKinna School Site Council meets regularly throughout the school year to ensure the SPSA is being implemented as written, and any necessary adjustments are made as authorized by the school site council. The school site council members will include an equal representation of school staff members and McKinna parents/community members. Throughout the school year, the school site council will continuously analyze the goals within this plan, along with the corresponding action items, to ensure that we are making necessary adjustments to serve the needs of our students.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Classroom observations are conducted on a regular basis at McKinna. The purpose of these observations is for school staff to be knowledgeable about the standards, and have an opportunity for measuring progress towards school wide and district wide goals. Furthermore, classroom observations provide an opportunity to give specific and constructive feedback with the intent of helping teachers reflect on their instruction, incorporate best practices and research proven strategies to maximize instructional effectiveness. These observations are followed up with an email providing immediate constructive feedback. During classroom observations an emphasis is placed upon noting areas of need and identifying areas in which staff are doing an exemplary job particularly in light of school wide goals.

This year, McKinna's school wide focus for the 2021-22 school year is to strengthen "First Instruction" adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning. Aligned with the OSD pedagogy and student profile, McKinna's emphasis is on standards based instruction and the strategic teaching of writing across all content areas. Additionally, during the 2021-2022 school year, McKinna will continue the use of "Instructional Look Fors", to gather data around observed instructional practices that are aligned with the OSD literacy/biliteracy pedagogy, the OSD Student Profile, and school wide commitments. This year classroom observations will provide feedback to strengthen our instruction.

McKinna Look Fors:

1. Student Engagement: Students are doing most of the talking and participating in meaningful, cooperative learning with varied work groupings. Conversations are purposeful, academically focused & linked to content/text.
2. Student Engagement and Scaffolds for Oracy: Active participation of all students with scaffolded support provided by teachers and students.
3. Standards based instruction and focus on writing tied to content: Evidence of standard-based writing in content areas. Student writing is connected with content (Social Studies, Science, Math)
4. Clear learning objectives for both language and content: Students have a clear understanding of the activity. Frequent checking for understanding and corrective feedback.
5. Evidence of well-established routines and practices.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

McKinna staff is committed to utilizing available state and local assessments during the 2021-22 school year to inform and improve instruction. This includes but is not limited to the California Assessment of Student Performance and Progress (CAASPP), ELPAC state assessments and formative local assessments like STAR 360 Reading and Math tests as well as writing assessments administered throughout the year per the OSD Assessment Calendar. Within DLI K-3rd grade, assessments will be administered in both English and Spanish based on language of instruction.

The formative assessments in the Fall help evaluate learning gaps created in the 15 months students were unable to attend traditional school due to the COVID- 19 Pandemic. This information is utilized to plan targeted first instruction that is scaffolded and differentiated to provide access to grade level standards for all students. Multiple data points for language, reading, writing and math are reviewed within 6-8 week assessment cycles to monitor student growth percentiles and determine instructional needs. In addition to formative assessment data, teachers also review data with learning applications like Myon/AR, Lexia and ST Math. Grade level teams utilize rubrics for evaluating student progress in language, literacy, writing and math, calibrating student results to create grade level instructional and intervention plans centered on research based practices. Teachers share student progress on attendance, student engagement, assessments, independent work and homework on a weekly basis through CANVAS and other communication venues. Student monitoring meetings will be scheduled with teachers and the principal to review data results and discuss ways to support all students to attain academic gains. Report cards have been revised to a standard based format. Student progress on grade level standards will be shared with families during conferences and on report cards 3 times a year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

McKinna teachers and principal hold student monitoring meetings with the principal to discuss assessment data results as a way to provide academic supports for all students. Additionally, McKinna's grade level teams utilize curriculum-embedded assessments to inform and refine instruction for English Language Arts and math. Grade level teams identify a writing focus for every unit to include the first 3 writing anchor standards: opinion, informative and narrative writing. Teachers administer writing pre-tests to help plan instructional needs collaboratively. Rubrics and graphic organizers are utilized for explicit scaffolding leading up to the post-test which teachers calibrate utilizing the rubrics. These assessments help inform instructional focus during the next unit. Opportunities for cross grade level articulation within PLCs are integrated throughout the year to inform and refine teaching and learning in standards based instruction, English Language literacy, writing and math.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all site staff meet requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and strategies for effective classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials. In addition, McKinna teachers support new teachers in various ways including providing in time support, collaboration, and guidance on classroom management and instruction.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a District assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. Student monitoring meetings are scheduled with the principal to review student STAR 360 Data and identify ways to support all students to attain academic supports and gains.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Equity and Family and Community Engagement. An Instructional Specialist for Science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school. Professional development was provided in the following areas:
All grade levels: Literacy, math and Culturally Responsive Teaching
TK-5: new standards-based report cards, math strategies
Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers
Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration and school wide professional development. In addition to bi-weekly grade level collaboration, the McKinna Leadership team plans cross grade level collaboration and professional development. The focus during the 2021-22 school year is effective "First Instruction" and writing across all content areas. Teachers will focus on standards based instruction, clear learning objectives, active student engagement, multiple ways to check for understanding, and differentiation.

McKinna's PLC Guiding Goals to improve first instruction include the following commitments throughout the 2021-22 school year.

- We will build a data driven culture school wide to increase student achievement.
- We will implement high leverage teaching and learning practices school wide to increase student achievement
- We will teach, model and reinforce school wide expectations and social-emotional strategies to increase self-regulation, resilience and peaceful problem solving.
- We will commit to Standards Based teaching and learning within a balanced literacy model
- We will focus on strategic teaching of writing across all content areas: science, social studies, and math
- We will focus on the development of academic language through oracy strategies, integrating strategic scaffolds and supports within teaching and learning across all content areas

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At time of publication of the SPSA for 2021-22 school year, McKinna's current enrollment in K-5 is at 568. McKinna is a Title I school within a Title I district. As a result, all students receive free breakfast and lunch due to the high percentage of students who are within these under-served sub groups. The high percentage of Socioeconomically Disadvantaged, English Learner, and homeless sub groups are considered historically under-served, under-performing and/or at risk populations. McKinna is committed to full consideration of the district values of equity, integrity, service and accountability when planning goals and actions for all McKinna students. The district has provided iPads to all K-5th grade students as well as Hot Spots to families without wi-fi to ensure continued instructional access while at home. In addition, McKinna will utilize the district provided learning management system, Canvas, for instruction with students and communication with students and families. McKinna has an After School Program which provides extracurricular activities such as dance and art, as well as a time to work on reading and homework. McKinna will have two para educators to provide students academically before, during and afterschool. Furthermore, a social worker is housed at McKinna to support all students and families.

The McKinna community works collaboratively to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a healthy learning environment. This is especially important in a school like McKinna with a high percentage of students who come from under-served, high risk sub groups. McKinna students were greatly impacted by the disruption of traditional schooling during Distance Learning starting at the end of the 2019-2020 through the 2020-21 school year. Now more than ever, the McKinna staff is committed to supporting the social-emotional development of students through the implementation of a proactive and positive behavior support system (PBIS). The PBIS Leadership Team works within the Safe and Civil School model through a continuous improvement process to guide the entire staff through the construction and implementation of a comprehensive approach to behavior support. This approach is proactive, positive, and instructional; offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of the Safe and Civil Schools model is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. At the same time, our counselor organizes school wide activities to support our Tier 1 students and ensure they engage in positive activities during lunch and recess. These activities include Anti- Bullying activities, catch of the day, Unity Day and more. The McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation strategies and school wide expectations for success, essential approaches for fostering social-emotional development in children. Staff has reviewed school expectations and guidelines with students and families to promote success during the return to in person learning.

In addition to school wide systems for supporting social-emotional needs for students, the McKinna school counselor and outreach specialist also serve to support student and family needs. The counselor provides classroom lessons in social emotional learning and both small group and individual counseling sessions. In addition, the school counselor serves as crisis intervention coordinator, following up with outside counseling services for students needing higher level interventions. The school outreach specialist (ORC) monitors attendance and student engagement and helps families connect to essential services for food, clothing, housing and technology. Both the school counselor and ORC assist with the COST/SST referral process and help with student intervention plans. In addition, they both host parent educational meetings, conduct home visits, and work with outside agencies for referrals for behavioral health services. Our social worker and her assistant support our students and families as well and are essential to McKinna students. They welcome our students in front of the school, are visible during the school day, provide students and families resources such as clothing, food and other essential resources. Our social worker is in

constant collaboration with our teachers, administrator, counselor and outreach specialist as a way of supporting all students. During the 2021-22 school year, students and families will continue to receive support through District funded support staff which includes the counselor, outreach support, special education team and social worker. Staff will also continue to receive training and guidance to ensure trauma informed practices are embedded throughout the school community.

McKinna is following the District guidelines and will continue to ensure ELD, special education and the Dual Language Immersion program are implemented effectively. This year the DLI program will be implemented with K-3rd grade students in a 50/50 model which means students receive instruction in both English and Spanish daily through a teacher teaming model that protects the language of instruction. Every year over the next 2 years, McKinna will offer the DLI program to an additional grade level following this 50/50 model. The goal is for all McKinna's K-5th grade students to have the opportunity to become biliterate, bilingual and multicultural through a rigorous academic program so they can develop to their fullest potential as global citizens. Teachers within the DLI program follow the OSD literacy/biliteracy pedagogy and the DLI instructional maps created with the partnership of the Biliteracy Institute.

McKinna will continue to offer other programs and resources to support English Learners and facilitate successful academic English language acquisition. In addition, all English Learners in K-5th grade are supported with highly trained teachers and support staff who develop academic language through oracy strategies throughout the day to scaffold rigorous Common Core Standards across content areas. Numerous teachers and para-educators are bilingual and available to offer support for students in English and Spanish as needed within Sheltered English Instruction (SEI) classes. All English Language Learners receive differentiated ELD (English Language Development) instruction daily within designated and integrated ELD to further support acquisition of academic English language.

McKinna is a multi-media- STEAM "Strand Focus" that continues to utilize technology along with science, math and art to foster high student engagement. McKinna holds the honor of an Apple Distinguished School and has also been recognized by VC STEM Network, a group of diverse stakeholders including educators, business and community agencies, that seek to improve access to opportunities that will improve educational outcomes for all students. McKinna's goal is to move students from consumers to creators utilizing digital content. Staff members consistently work on improving skills in the delivery of technology and curriculum in order to provide McKinna students with the best possible educational experience as 21st Century Learners.

Evidence-based educational practices to raise student achievement

This school year, our teachers and staff participated in a 3 day professional development opportunity focusing on literacy, math, culturally responsive teaching, and Canvas. This training allowed our teachers and staff to have a strong focus on supporting our students in those areas. Our McKinna staff will continue to engage in ongoing professional development and collaboration that strengthens first instruction around math, language and literacy across all grade levels throughout the day. Additionally, our staff engaged in understanding our OSD Student Profile at a deeper level to ensure our work supports our students to be confident, digital learners, collaborative, problem solvers, college and career ready, compassionate, multilingual and multicultural and global thinkers. This focus will continue throughout the 2021-2022 school year.

Special focus will be placed on effective delivery of first instruction that will increase student engagement and provide opportunities to differentiate instruction and will also focus on writing across all content areas. McKinna staff utilizes research based educational practices that are responsive through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide. As a community of learners, we will focus on high leverage, research based instructional practices to increase opportunities for students to communicate thinking and reasoning, with differentiated instructional strategies to foster language and literacy development aligned with Common Core Standards. For example, teachers focus on the 8 math practices as well as math claims within the CAASPP system: concepts & procedures, problem solving/data analysis, and communicating reasoning. During the 2021-22 school year, emphasis to reinforce CAASPP claims in literacy development will be centered on a balanced literacy approach that includes reading, writing, listening, speaking across all content areas. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas through scaffolding and supports for oracy and writing development in literacy, ELD, math, science and social science.

Teachers utilize District adopted resources, assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. Capacity building for data driven instruction and intervention is fostered through PLCs, including Teaching- Learning, Culture-Climate Leadership Teams, and Intervention Support Teams. Collaborative opportunities encourage grade level and cross grade level articulation to inform and refine teaching and learning practices around ELA/literacy and math. Teachers utilize assessments such as STAR 360, Performance Task Interim Assessments from the CAASPP system and Curriculum Benchmark assessments in reading, writing, math and ELD to inform instruction. Teachers participate in scheduled grade level Intervention Review Team meetings to analyze data collected from on-going progress-monitoring. The data is used to determine adjustments to students' instructional programs as needed.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

McKinna considers families the most essential partners in achieving goals within the SPSA. Ongoing communication and educational opportunities for families is our priority. Family informational webinars and video bulletins will keep our families informed. The McKinna staff will foster meaningful partnerships and authentic family engagement which will support our family contributions through communication venues such as SSC, ELAC and PTA, as well as educational opportunities and forums to contribute to the educational opportunities for their children. Parent education will be offered through teachers, the counselor, ORC, and social worker. In addition, workshops in partnership with outside agencies like Interface and VCBH will be provided. Site based personnel will continue to partner with District and county staff to connect students and families to both school based and outside resources and educational opportunities.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

This year McKinna's Leadership team will be meeting monthly to review school wide goals which are aligned with the District LCAP goals in teaching and learning, culture and climate and family engagement. Staff PLCs will be held bi-weekly. The practice of ongoing data review informs teaching and learning with action steps and funding listed within the SPSA. The SPSA is reviewed with staff as well as families during SSC and ELAC meetings.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

At McKinna, this year's Title I and Title III funds will be used to bolster instruction and intervention for all students through added resources, personnel and professional development. Funding will be used towards resources and materials utilized within the classroom for instruction like headsets, writing journals, and basic supplies and the hiring of ISPs to provide reading intervention. Title I and III funding will also be used for Goals 2 and 3 to support student and family needs. The District is funding the ORC & School Counselor who support students and families within the MTSS model. Bilingual instructional assistants (IAs) will continue to be District funded for the Kindergarten program. Title I and Title III funds are utilized to provide resources to support all goals stated above.

Fiscal support (EPC)

The District receives Title I funding as we are considered a Title I District. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The District also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

McKinna's SPSA is created and reviewed with ongoing collaboration from both site based Leadership teams and the School Site Council. In addition, members from McKinna's Teaching & Learning, PBIS and Family Engagement Leadership teams attended a retreat held on August 6, 2021 to identify goals to strengthen instruction as we return to in person learning. During this retreat our Leadership and PBIS team began looking at our SPSA goals for this academic year. This additional information was utilized to determine a school wide focus and goals for ongoing improvement for the 2021-22 school year. The focus on "Best First Instruction" goals was shared with the full staff on SIP day held on August 20, 2021 to help frame the work for the year ahead. During this time our staff looked at STAR 360 trends during the last few years and agreed that the year which showed the highest results, the McKinna staff had focused on writing across all content areas. Therefore, all staff agreed this would continue to be a focus. Our Leadership team also provided feedback and input on our SPSA by completing a survey. In addition, the information was reviewed and discussed with ELAC members on October 18, 2021 and School Site Council on October 25, 2021 prior to the final review and approval of McKinna's SPSA for 2021-22. McKinna will continue to utilize and review the SPSA throughout the year at Leadership team meetings, staff PLCs and with SSC and ELAC members.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Most of our McKinna students are considered low socio-economically disadvantaged and have been especially impacted by the pandemic and distance learning. The District has addressed key issues of inequities that were evident with the transition to Distance learning starting in March of 2020-April 2021 due to inadequate access to technology and internet for all students. These inequities were addressed by the District for the 2020-2021 school year. iPads were assigned to all K-5th grade students and Hot Spots were made available for any family who needed wi-fi. Nevertheless, being on distance learning for such an extended period of time, has impacted the academic progress of students. Fortunately, the District continues to provide iPads to all K-5th grade students and continues to offer hotspots to those families who need one. Additionally, all students continue to have learning applications on their iPads like ST Math, MyOn and Lexia to reinforce practice in reading and math.

Trauma is another barrier that significantly impacts student achievement. McKinna's high percentage of referrals to Ventura County Behavioral Health, illustrate that a large number of students and families are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. McKinna has over 43 students identified as McKinney Vento. In addition, the students experienced significant gaps in traditional schooling due to the COVID-19 pandemic and many families have experienced hardship with housing and other essential resources over the last several months.

To address these challenges, McKinna considers it essential to provide a systematic multi-tiered approach to connect families to community resources and to address the academic and social-emotional needs of students who have experienced trauma. The ORC, counselor and social worker work closely with McKinna families to coordinate resources and maximize services for educational,

mental and physical health through partnerships with organizations like Ventura County Behavioral Health. In addition, the COST-SST process at McKinna ensures that students receive intervention to address both academic and social-emotional needs. Restorative discipline approaches like PBIS/CHAMPS, Restorative Circles and Restorative Dialogues foster a safe and healthy climate and provide an alternative response to behavior that decreases loss of instructional time due to discipline and behavior concerns. Our social workers also connects our families with food and other resources for families in need.

McKinna staff is working diligently to increase family engagement and empower parents/guardians as essential partners in their students' education. In addition to encouraging participation in decision making bodies like SSC, PTA and ELAC, McKinna is providing educational opportunities for families through partnerships with community organizations like Interface and VCBH. Family nights are scheduled throughout the school year to ensure our families are provided with opportunities to learn and share their knowledge which empowers other parents, teachers and staff.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0.42%	0.15%	0.3%	3	1	2
Asian	0.14%	0.15%	0.2%	1	1	1
Filipino	0.42%	0.3%	0.2%	3	2	1
Hispanic/Latino	96.48%	97.19%	97.0%	686	657	589
Pacific Islander	0.42%	0.59%	0.7%	3	4	4
White	1.55%	1.18%	1.2%	11	8	7
Multiple/No Response	0.56%	0.44%	0.5%	4	3	3
Total Enrollment				711	676	607

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	164	120	98
Grade 1	107	108	117
Grade 2	97	109	96
Grade3	111	101	110
Grade 4	125	118	87
Grade 5	107	120	99
Total Enrollment	711	676	607

Conclusions based on this data:

Although enrollment has declined from 711 students in 2018-19 to 607 in 2020-21, enrollment by student sub group has remained consistent. McKinna's significant ethnic subgroup is Hispanic/Latino, with 97% students classified as Hispanic/Latino within the 2020-21 school year. It is important to note that a majority of McKinna's students in 2020-21 were classified as Socioeconomically Disadvantaged and English Learners. The high percentage of Socioeconomically Disadvantaged and English Learner sub groups are considered historically under-served, under-performing populations. At time of publication of the SPSA for 2021-22, McKinna's -K-5 student count is 568. McKinna is committed to full consideration of District values of Equity, Integrity, Service & Accountability when planning goals and actions for all McKinna students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	564	527	456	79.3%	78.0%	75.1%
Fluent English Proficient (FEP)	29	60	60	4.1%	8.9%	9.9%
Reclassified Fluent English Proficient (RFEP)	31	51	20	5.4%	9.0%	3.8%

Conclusions based on this data:

The data shows a slight decrease in EL percentages between the 18-19 and 20-21 school years. However, the percentage in students who are Fluent English Proficient has increased from 4.1% in 2018-2019 to 9.9% in 2020-2021. There has been a drop in the number of students who have reclassified from 2018-2019 to 2020-2021 from 5.4% to 3.8%. This drop can be explained having had distance learning for most of the 2021-2022 school year. Due to COVID, state testing was suspended for 2019-20 school year and the validity of local assessments such as STAR 360 Reading was difficult to ascertain. To be reclassified during 2021-22, students need an overall 4 on ELPAC in addition to demonstrating proficiency through the STAR 360 Assessment. Our McKinna focus to strengthen first instruction will provide our students opportunities to be stronger readers and writers and stronger candidates to meet reclassification criteria.

Because 75.1% of McKinna students are designated as English Language Learners in 2020-21, academic language acquisition is essential to access rigorous Common Core Standards in reading, writing and math, due to the complex, multi-step word problems. In order to increase the percentage of students reclassifying, they need to be exposed to higher rigor, academic language, reading and writing in all grade levels.

McKinna has made progress in building effective support systems to strengthen teaching and learning practices for all students. This is especially evident in McKinna's commitment to address the academic and social-emotional needs of our English Learners and Socioeconomically Disadvantaged students which make up the majority of our school's population. Teachers have been trained in and utilize strategies to provide scaffolding and access to rigorous Common Core Standards in ELA/Literacy and math. During the 2021-22 school year, grade level teams will continue to collaborate as Professional Learning Communities (PLCs) to provide differentiated instruction for ELA/literacy and math as well as support for English learners with designated English Language Development instruction.

English Learners are flexibly grouped based on language needs and monitored through multiple formative assessments given throughout the year. Focus of designated and integrated ELD is to strengthen reading, writing, speaking and listening skills through targeted instruction. McKinna plans to offer tutoring and enrichment opportunities in literacy and math outside of the school day as funding and staffing permit.

McKinna will continue working on bolstering the acquisition of academic English through a rigorous approach to both integrated and designated English Language Development by following the District DLI pedagogy, with an emphasis on standards based teaching and learning, writing and oracy across content areas including math where emphasis will be placed on teaching and learning in areas of problem solving, data analysis, and communicating reasoning.

School and Student Performance Data

Star Early Literacy

McKinna Elementary School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	92	30	33%	17	18%	17	18%	28	30%	571
Grade 1	119	30	25%	18	19%	18	15%	48	40%	699
Grade 2	90	46	51%	11	28%	11	12%	8	9%	727

Conclusions based on this data:

The Star 360 Early Literacy results from Spring 2020-2021 indicates only 30% of the students in K are At/Above Benchmark, 40% of first graders are At/ Above Benchmark, and only 9% of second graders are At/ Above Benchmark. Second grade students were in the end of their Kinder year when the pandemic began, a crucial time in their academic experience, one in which students are learning foundational reading skills. Additionally, the testing environment could not be ensured to provide optimal validity. Interestingly, 87 second grade were also assessed on the STAR 360 Reading, a more complex assessment, and 27% of these students are At/Above Benchmark. Nevertheless, as a staff, we need to ensure our focus is on strong first instruction, and a balanced literacy approach for all students to ensure students do well in reading. We also need to be strategic in our planning to meet the needs of all students so that their reading will improve.

School and Student Performance Data

Star Reading

McKinna Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Reading Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	87	34	39%	14	16%	15	17%	24	28%	2.3	210
Grade 3	110	55	50%	18	16%	10	9%	27	25%	2.1	266
Grade 4	87	41	47%	22	25%	7	8%	17	20%	2	327
Grade 5	96	40	42%	20	21%	17	18%	19	20%	2.1	430

Conclusions based on this data:

The Star 360 Reading results from Spring 2020-2021 indicates only 28% of second grade students are At/Above Benchmark, 25% of third grade students are At/ Above Benchmark, 20% of fourth grader students are At/ Above Benchmark, and 20% of fifth graders are At/Above Benchmark. The majority of our students in grades 2nd-5th are not fairing well on the STAR 360 Reading assessment. Clearly, being on distance learning for over 15 months has negatively impacted our students. Second grade students were in the end of their kinder year when the pandemic began, a crucial time in their academic experience, one in which students are learning foundational reading skills. This is also the case for our third graders who were at the end of their first grade year. Our fourth grade students were at the end of their second grade year, and our fifth grade students were at the end of their third grade year. Additionally, the testing environment could not be ensured to provide optimal validity. As a staff, we need to ensure our focus is on strong first instruction, a balanced literacy approach for all students to ensure students progress in reading. Our teachers need to be strategic in their planning to meet the needs of all students so their reading can improve. Currently students in third- fifth grade are reading at a second grade level. The implication is that we provide students with scaffolds, oracy to strengthen their academic vocabulary and various opportunities for guided, shared reading, and small group reading. Our PLC meetings have to be centered on first instruction, differentiating learning to ensure our students can continue to access grade level content while improving their reading skills.

School and Student Performance Data

Star Math

McKinna Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	119	21	18%	18	15%	20	17%	60	50%	3	359
Grade 2	88	32	36%	18	20%	17	19%	21	24%	2.3	422
Grade 3	110	46	42%	24	22%	14	13%	26	24%	2.2	486
Grade 4	86	32	37%	22	26%	8	9%	24	28%	2.3	551
Grade 5	96	30	31%	24	25%	11	11%	31	32%	2.4	619

Conclusions based on this data:

Our STAR 360 Math assessments indicate 50% of our first grade students are AT/Above Benchmark and 33% below benchmark. Only 24% of 2nd grade students are At/Above Benchmark and 56% are below benchmark. 24% of third grade students are At/Above Benchmark and 64% below benchmark. 28% of fourth grade students are At/Above Benchmark and 63% are below benchmark. 32% of our 5th grade students are At/Above Benchmark and 56% are below benchmark. As educators we have a difficult job ahead of us. We need to use data to plan instruction that will ensure our students are attaining grade level content. Teachers will need to effectively collaborate with grade level colleagues to provide scaffolds, academic vocabulary and supports to make gains in math. Students need to be able to think critically while learning math.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Early Literacy	<p>STAR Early Literacy K-2, English & Spanish: Fall 2021</p> <p>Data shows percentage of students in K-2 students at levels 1-4 in Early Literacy STAR Reading per district benchmarks. In K-3 DLI, assessments in Spanish & English</p> <p>K English: results for 92 students At or above benchmark- level 4: 28 students or 30% On watch-level 3: 17 students or 18% Intervention-level 2: 17 students or 18% Urgent Intervention - level 1: 30 or 33%</p> <p>K Spanish: results for 86 students</p>	<p>STAR Early Literacy Goal K-1, English & Spanish</p> <p>By Spring 2022: Increase the percentage of students at or above benchmark (levels 3 & 4) by 10% in each grade level.</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

At or above benchmark- level 4: 44 students 51%
 On watch-level 3: 18 students 21%
 Intervention-level 2: 16 students 19%
 Urgent Intervention - level 1: 8 students 9%

1st grade- English: results for 119 students
 At or above benchmark- level 4: 48 students 40%
 On watch-level 3: 18 students 15%
 Intervention-level 2: 18 students 19%
 Urgent Intervention - level 1: 30 students 25%

1st grade- Spanish: results for 90 students
 At or above benchmark- level 4: 23 students 26%
 On watch-level 3: 11 students 12%
 Intervention-level 2: 20 students 22%
 Urgent Intervention - level 1: 36 students 40%

2nd grade- English: results for 90 students
 At or above benchmark- level 4: 8 students 9%
 On watch-level 3: 11 students 12%
 Intervention-level 2: 11 students 28%
 Urgent Intervention - level 1: 46 students 51%

2nd grade- Spanish: results for 79 students
 At or above benchmark- level 4: 30 students 38%
 On watch-level 3: 11 students 14%
 Intervention-level 2: 21 students 27%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Urgent Intervention - level 1: 17 students 22%	
STAR READING 2nd-3rd grade- English & Spanish	<p>STAR READING 2nd grade- English & Spanish, Fall</p> <p>Data shows percentage of students is 2nd graders in levels 1-4 in STAR 360 Reading per state benchmarks Assessments in English & Spanish for 2nd and 3rd grade DLI.</p> <p>2nd grade- English: results for 87 students At or above benchmark- level 4: 24 students 28% On watch-level 3: 15 students 17% Intervention-level 2: 14 students 16% Urgent Intervention - level 1: 34 students 39%</p> <p>2nd grade- Spanish: results for 93 students At or above benchmark- level 4: 31 students 33% On watch-level 3: 14 students 15% Intervention-level 2: 24 students 26% Urgent Intervention - level 1: 24 students 26%</p> <p>3rd grade- English: results for 110 students At or above benchmark- level 4: 27 students 25% On watch-level 3: 10 students 9% Intervention-level 2: 18 students 16% Urgent Intervention - level 1: 55 students 50%</p>	<p>STAR Reading Goal 2nd grade English & Spanish</p> <p>By Spring 2022: Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3rd grade- Spanish: results for 80 students At or above benchmark- level 4: 29 students 36% On watch-level 3: 15 students 19% Intervention-level 2: 14 students 18% Urgent Intervention - level 1: 22 students 28%</p>	
<p>STAR READING 4th-5th grade - English</p>	<p>STAR READING 4-5th grade - English, Fall</p> <p>Data shows percentage of students is 4-5 grade in levels 1-4 in STAR 360 Reading per state benchmarks. Assessments in English for 3-5.</p> <p>4th grade- English: results for 87 students At or above benchmark- level 4: 17 students 20% On watch-level 3: 7 students 8% Intervention-level 2: 22 students 25% Urgent Intervention - level 1: 41 students 47%</p> <p>5th grade- English: results for 96 students At or above benchmark- level 4: 19 students 20% On watch-level 3: 17 students 18% Intervention-level 2: 20 students 21% Urgent Intervention - level 1: 40 students 42%</p>	<p>STAR Reading Goal 3-5th grade English</p> <p>By Spring 2022: Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.</p>
<p>STAR Math Grades 1-5 - English</p>	<p>Data shows percentage of students in 1-5 grade in levels</p>	<p>STAR 360 Math Goal, grades 1-5</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>1-4 in STAR 360 Math per state benchmarks. Assessments in English.</p> <p>1st grade- Math: results for 119 students At or above benchmark- level 4: 60 students 50% On watch-level 3: 20 students 17% Intervention-level 2: 18 students 15% Urgent Intervention - level 1: 21 students 18%</p> <p>2nd grade- Math: results for 88 students At or above benchmark- level 4: 21 students 24% On watch-level 3: 17 students 19% Intervention-level 2: 18 students 20% Urgent Intervention - level 1: 32 students 36%</p> <p>3rd grade- Math: results for 110 students At or above benchmark- level 4: 26 students 24% On watch-level 3: 14 students 13% Intervention-level 2: 24 students 22% Urgent Intervention - level 1: 46 students 42%</p> <p>4th grade- Math: results for 86 students At or above benchmark- level 4: 24 students 28% On watch-level 3: 8 students 9% Intervention-level 2: 22 students 26% Urgent Intervention - level 1: 32 students 37%</p> <p>5th grade- Math: results for 96 students</p>	<p>Spring 2022: Increase the percentage of students at or above benchmark (level 3 & 4) by 10% in each grade level.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>At or above benchmark- level 4: 31 students 32%</p> <p>On watch-level 3: 11 students 11%</p> <p>Intervention-level 2: 24 students 25%</p> <p>Urgent Intervention - level 1: 30 students 31 %</p>	
ELPAC Assessment for grades 3-5	<p>English Learners:</p> <p>Number of EL students that reclassified:</p> <p>During the 2020-21 School Year: 1 Student</p> <p>During the 2019-20 School Year: 6 Students</p>	Increase the number of English Learner reclassifications by 5%.
CAASPP-ELA - Grades 3-5	<p>CAASPP Results for ELA, 3-5th 2018-19:</p> <p>% Standard Exceeded: 3.75%</p> <p>% Standard Met: 13.13%</p> <p>% Standard Nearly Met: 16.16%</p> <p>% Standard Not Met: 62.81%</p> <p>CAASPP Assessments were not administered during the 2020-2021 school year.</p>	CAASPP, ELA 2021-2022- The number of students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 10% in each grade level.
CAASPP Math- Grades 3-5	<p>CAASPP Results for Math, 3-5th 2018-19:</p> <p>% Standard Exceeded: 2.77%</p> <p>% Standard Met: 9.85%</p> <p>% Standard Nearly Met: 22.46%</p> <p>% Standard Not Met: 64.92%</p> <p>CAASPP Assessments were not administered during the 2020-2021 school year.</p>	CAASPP, Math 2021-2022: The number of students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 10% in each grade level.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students listed above.

Strategy/Activity

Teachers will focus on Common Core Standards with the support of site purchased resources and District adopted resources, assessments (STAR 360,ELD,IABs, curriculum embedded assessments) and technology with all students within DLI and SEI programs. Balanced literacy, math, social science and science standards for Dual Language classes as developed within the DLI units for K-3 and through resources like Mystery Science which is funded through the District.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded 4000-4999: Books And Supplies Curriculum and assessments
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salary for Literacy Teacher
	District Funded 5800: Professional/Consulting Services And Operating Expenditures District funded PD and resources like Renaissance, Mystery Science, Lexia, Myon, STMath
2,692	Title III 4000-4999: Books And Supplies Spanish books to increase Spanish reading options (to support English Learners & DLI)
	Title I 4000-4999: Books And Supplies Books & Supplies to supplement standards based instruction for literacy, language, science & social science, listed in Goal 1, Strategy 23

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Title 1 and LCFF funds will be utilized for grade level and cross grade level PLCs, and PDs to analyze data to inform and refine standards based instruction and intervention as well as planning and refining high leverage teaching and learning practices to include oracy and writing across content areas school wide within science, social science, math, ELD and literacy. In addition, funds will be used to support professional development in Canvas, balanced literacy and first instruction to help deliver effective instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,043	LCFF 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, and extra hours for PD, tutoring and enrichment, hourly pay and benefits
12,086	Title I 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, and extra hours for PD, tutoring and enrichment, hourly pay and benefits

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Two ISPs hired to provide supplemental support within the language of instruction beyond teacher first instruction and differentiated intervention in reading, writing and math. ISPs funded through McKinna Title I and Title III funds.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
29,002	Title I

	1000-1999: Certificated Personnel Salaries Salary & benefits for site funded ISP
29,002	Title III 1000-1999: Certificated Personnel Salaries Salary & benefits for site funded ISP

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Support for English Learners within the K DLI program

Strategy/Activity

Bilingual para-educators will be utilized to provide ELA and Spanish Language Arts for support in literacy, language and oracy within DLI Kindergarten classes. Instructional assistants will be utilized to support English Language Development and academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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	District Funded 2000-2999: Classified Personnel Salaries Classified salary & benefits for bilingual para-educator support within DLI K classes, 90 minutes per day per class
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	District Funded 2000-2999: Classified Personnel Salaries Classified salary and benefits for para educators to support before school, K-1 classes, and after school student learning
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Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

District funded Literacy Teacher to provide reading intervention to address learning gaps in reading created by disruption of traditional school due to COVID 19.

Strategy/Activity

District funded Literacy Teacher to provide reading intervention to address learning gaps for targeted students created by disruption of traditional school due to COVID 19.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
District funded Literacy Teacher

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Conduct weekly student support meetings including COST-SST, IEP and 504 meetings to support student achievement and social-emotional Tier 2 and 3 needs. SST and IEP team meetings include the Psychologist, RSP, Speech and Language Pathologist, ORC, Principal, General Education Teacher, Counselor and the parents. The Social Worker and District Behaviorist are invited as needed to further ensure wrap around services within this MTSS model. Ongoing review of student progress and needs through the IEP process for students designated to receive Special Education services helps the team make recommendations for goals for 1st instruction and intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

10,274

LCFF
1000-1999: Certificated Personnel Salaries

	Teacher Substitutes to release general ed and SPED teachers as needed
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries for Counselor, RSP, Speech, Psychologist
	District Funded 2000-2999: Classified Personnel Salaries Classified salary: ORC
3,625	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes to release general ed and SPED teachers as needed

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide PD in academic language development, math, reading, writing, data analysis, Canvas and other technology as well as language and literacy development through both designated and integrated ELD and Spanish Language Development based on academic program of instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries PDs & PLCs specific to DLI
	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries: District math & science TOSA
	LCFF 1000-1999: Certificated Personnel Salaries Included in Goal 1, strategy/activity #2

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will promote and monitor independent reading through district funded resources like MyON, AR and Lexia which are required learning applications for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
District funded programs like MyOn & Renaissance-AR, Lexia

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Leadership Team PLC opportunity to examine data and develop and evaluate action plans for strengthening "First Instruction" and writing across all content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Teacher extra hours already included in Goal 1, strategy 2

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will use subscriptions and applications to support literacy, language, math, and science. They will differentiate utilizing technology with programs like Lexia to increase student achievement and provide opportunities to accelerate growth for GATE students while filling the skill and learning gaps for struggling readers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Subscriptions, apps & publications, virtual field trips

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Instructional materials and supplies for school and home to enhance academic achievement, promote social-emotional development and encourage home-school connection through family engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

34,254

Source(s)

LCFF
4000-4999: Books And Supplies
Materials and Supplies, warehouse,
Graphics Services

118

Title I
4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students including special population groups.

Strategy/Activity

Classified staff will provide extra support and assistance for special projects including supervision and translation for conferences, parent meetings and outreach and trainings for families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,331	Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Extra Help
2,695	Title III 2000-2999: Classified Personnel Salaries Translation OT and Clerical OT
2,417	LCFF 1000-1999: Certificated Personnel Salaries counselor extra support
7,921	LCFF 2000-2999: Classified Personnel Salaries Campus supervisor additional hours
665	LCFF 2000-2999: Classified Personnel Salaries Child Care
1,331	LCFF 2000-2999: Classified Personnel Salaries Extra hours for clerical
1,331	LCFF 2000-2999: Classified Personnel Salaries Substitute for clerical
2,661	LCFF 2000-2999: Classified Personnel Salaries Clerical OT
8,150	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants
3,992	LCFF 2000-2999: Classified Personnel Salaries Playground Aides Extra Help

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide funding for conferences, workshops and professional development to support school wide goals for academic achievement and social-emotional development.pertaining to English Language Learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

20,000

LCFF
5000-5999: Services And Other Operating Expenditures
Conference fees for virtual conferences and PD

1,000

Title III
5000-5999: Services And Other Operating Expenditures
Travel and conferences

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Field Trips funded to provide enrichment activities and to enhance academic achievement for all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2,000

Title I
5000-5999: Services And Other Operating Expenditures
Virtual field trips

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students to support multi-media strand

Strategy/Activity

Students will utilize technology for research and demonstrate learning through digital presentations including iBooks, slide shows, videos and podcasts that will support academic achievement, assist in bridging to middle school, and support McKinna's multi-media strand. McKinna's multi-media strand is aligned to 21st century technology goals for students to utilize technology as creative critical thinkers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

no additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Computer supplies (headsets, cartridges for printers, software, dongles, and cables) will be purchased to support delivery of curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4,000

Title I
4000-4999: Books And Supplies
computer supplies and software

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Enrolled students within ASP

Strategy/Activity

The After School Program will be offered to students in grades 1-5 and will provide enrichment for students through opportunities for collaborative learning & hands on academic activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded 5000-5999: Services And Other Operating Expenditures Program materials & operating costs
	District Funded 1000-1999: Certificated Personnel Salaries Teacher liaison

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Library media support personnel to promote literacy, oversee instructional materials, and update McKinna web site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded 2000-2999: Classified Personnel Salaries Library media support
683	LCFF 2000-2999: Classified Personnel Salaries Library media extra support

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Equipment (Duplo, Copiers, Laminators, and radios) will be maintained and repaired as necessary to support instruction for academic achievement and student safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I 5000-5999: Services And Other Operating Expenditures Copy Machine
1,600	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance agreements
2,912	LCFF 5000-5999: Services And Other Operating Expenditures Services, operations
3,000	LCFF 5000-5999: Services And Other Operating Expenditures Rentals, leases and repairs

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Tutoring and enrichment opportunities for students to improve academic achievement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
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12,095

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Teacher salaries and benefits for extra hours,
tutoring and enrichment

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

Teacher Salary

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English learners and DLI program for all students to promote language proficiency in Spanish

Strategy/Activity

Spanish and English Books will be purchased to support English learner language acquisition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Title III
4000-4999: Books And Supplies

	Books to support English Learners accounted for in Strategy 1
274	Title I 4000-4999: Books And Supplies Books in Spanish and English for library to increase non-fiction and support standards based instruction
5,708	LCFF 4000-4999: Books And Supplies Books to support Social-Emotional Learning as well as for promoting literacy in English and Spanish

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Language and literacy development will be fostered through both designated ELD instruction and integrated ELD throughout the instructional day, incorporating oracy strategies to provide access to rigorous standards across all content areas. Emphasis on oracy, reading and writing across content areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded
	Curriculum

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, including students designated special education and students designated as GATE

Strategy/Activity

Reading and math incentives will be used to support AR and math goals by encouraging participation and awarding growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Incentives, included in Goal 1, Strategy 12

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

McKinna's school wide focus for the 2020-2021 school year was to strengthen "First Instruction" adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning. Aligned with the OSD pedagogy, McKinna's emphasis was on standards based instruction and the strategic teaching of writing across all content areas. In addition, McKinna's school wide instructional focus includes the strategic integration of oracy strategies to foster academic language across all content areas.

McKinna utilizes the walk through protocol during weekly classroom visits to gather data around observed instructional practices that were aligned with the OSD literacy/biliteracy pedagogy and these school wide commitments. McKinna's leadership team identified 5 key "Instructional Look Fors" to ensure a deeper focus to the school wide commitments to improve instruction.

These "Instructional Look Fors" include the areas below which are research based essential "First Instruction" practices shared within the Dual Language Immersion program.

1. Student Engagement: Students are doing most of the talking and participating in meaningful, cooperative learning with varied work groupings. Conversations are purposeful, academically focused and linked to content/text.
2. Student Engagement and Scaffolds for Oracy: Active participation of all students with scaffold support provided by teachers and students.
3. Standard's based instruction and focus on writing tied to content: Evidence of standard-based writing in content areas. Student writing is connected with content (Social Science, Science, Math)
4. Clear learning objectives for both language and content: Students have a clear understanding of the activity. Frequent checking for understanding corrective feedback.
5. Evidence of well-established routines and practices.

Data collected during classroom visits was specific, observable and without judgement for the purpose of reflection and identifying professional development needs to ensure ongoing improvement around teaching and learning. Data from classroom visits was reviewed by the leadership team and staff to create and implement McKinna's professional development plan. McKinna staff prioritized professional development needs around oracy and writing. Within the professional learning community model grade level teams collaborated within and across grade levels to identify and consistently implement high leverage oracy strategies to build and scaffold academic language and high leverage writing strategies to be utilized throughout the writing process.

High leverage oracy strategies include but are not limited to the following examples which were observed during classroom visits:

**Total physical response (TPR), ** Integration of realia/pictures aligned to oracy building to scaffold academic language ** Focused/Intentional partnering with targeted vocabulary and sentence frames. ** Integration of oracy rubrics to monitor language development needs

High leverage practices for strategic writing instruction include but are not limited to the following practices throughout the writing process which were observed during classroom visits:

** Integration of graphic organizers ** Opportunities to share orally through the writing process
** Guided whole group interactive writing ** Guided and independent writing ** Integration of rubrics & benchmark models

Teacher leaders shared resources and modeled best practices for oracy and writing instruction to increase frequency and efficacy of the high leverage practices listed above. Data from classroom

visits indicated increased grade level alignment and implementation of these practices within classroom instruction.

During the 2021-22 school year, the McKinna staff will continue to focus on research based "Best First Instruction" practices. Ongoing school wide collaboration and professional development focusing on effective implementation of standards based instruction for literacy and language development throughout the instructional day.

Teaching and learning during the instructional day includes but is not limited to the following practices to promote high student engagement:

**Students asking questions ** Orally responding to prompts ** Academic discourse
**Collaborative Conversations **Explaining understanding **Clear objectives and checks for understanding

Teaching and learning during the instructional day includes but is not limited to the following practices to promote integrated standards based instruction:

** Project-based learning based on social studies/science integrated with literacy and math presentations

Teaching and learning during Independent learning includes but is not limited to the following practices to reinforce literacy and math skills:

** Students independent skill practice with learning applications like MyOn/AR, Lexia, ST Math,
**Students designing projects and creating presentations

Another essential area of focus for school wide collaboration and professional development centers on building school wide capacity around the effective utilization of Canvas, the District wide learning management system. McKinna continues to schedule dedicated collaboration and professional development opportunities throughout the year for staff, students and families in the areas of instruction and technology. Collaboration and training opportunities for staff and families are essential to help build school wide capacity for effective teaching, learning and communication throughout the school year.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

As stated previously, McKinna's school wide focus for the 2020-21 school year was to strengthen "First Instruction" adhering to the Oxnard School District's literacy/biliteracy pedagogy, that promotes a balanced literacy approach to teaching and learning during a non traditional setting. This year our focus will continue to be strengthening first instruction in the classroom. Aligned with the OSD pedagogy, McKinna's emphasis will be on standards based instruction and the strategic teaching of writing across all content areas. In addition, McKinna's school wide instructional focus included the strategic integration of oracy strategies to foster academic language across all content areas. McKinna staff is committed to utilizing both state and local assessments to inform and improve instruction, a consistent practice throughout the school year. Because this is an ongoing process within grade level and cross grade level collaboration, teachers have the opportunity to adjust instruction to meet the needs of students. Data collected through classroom visits will be utilized to plan professional development needs. The focus of professional development centered on improving instruction for language and oracy strategies and for teaching the writing process utilizing graphic organizers, rubrics, and benchmark models for writing. During grade level and cross grade level PLCs, teachers will continue to examine and calibrate student writing together to look for patterns, strengths and areas of need. Clear progress and growth in teaching and learning

was evident in data gathered through classroom visits as well as student writing and other formative assessments.

The 2021-22 school year Instructional plan provided the roadmap and resources for ensuring all students have access to technology, access to grade level content, rigorous learning opportunities, and resources within a cohesive District wide plan for instruction.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

The 2020-21 school year instructional plan provides the roadmap and resources for ensuring all students had access to technology and resources within a cohesive District wide plan for instruction during a non traditional school setting. This year our instructional plan will shift to support our students in a in person learning setting. An emphasis will be placed on improving and enhancing tier 1 instruction, meaning the instruction that all students are provided in the classroom. As in previous years, a significant amount of money will be set aside to support standards based interventions and tutoring for students that are not currently accessing grade level content. An emphasis will also be placed upon continuing to provide ample time for teachers to collaborate and analyze data through the use of Professional Learning Communities (PLCs) on a regular basis.

Grade level teams continue to use formal and informal assessment data and observations to plan and differentiate instruction to address student needs. McKinna staff will continue to focus on research based "Best First Instruction" practices. Ongoing school wide collaboration and professional development will continue to focus on effective implementation of standards based instruction for literacy and language development.

Teaching and learning during the instructional day includes but is not limited to the following practices to promote high student engagement:

**Students asking questions **Orally responding to prompts **Academic discourse **Collaborative conversations ** Explaining understanding ** Clear Objectives and checks for understanding

Teaching and learning during the instructional day includes but is not limited to the following practices to promote integrated standards based instruction:

** Project-based learning based on social studies/science integrated with literacy and math presentations

Teaching and learning during independent learning includes but is not limited to the following practices to reinforce literacy and math skills:

** Students independent skill practice with learning applications like MyOn/AR, Lexia, ST Math, **Students designing projects and creating presentations

All grade level teams are committed to the PLC Guiding Goals to improve first instruction utilizing Canvas, the learning management system. The following commitments remain the focus of our school wide goals:

- We will build a Data Driven Culture school wide to increase student achievement.
- We will implement high leverage teaching and learning practices school wide to increase student achievement

- We will teach, model and reinforce school wide expectations and social-emotional strategies to increase self-regulation, resilience and peaceful problem solving.
- We will commit to standards based teaching and learning within a balanced literacy model.
- We will focus on strategic teaching of writing across all content areas: math, science, social science, ELD time, PE, social –emotional
- We will focus on Oracy – strategic scaffolds, strategies, supports integrated within teaching and learning across all content areas

McKinna will utilize state and district assessments, including CAASPP, ELPAC, with a special emphasis on current assessments within STAR 360, and writing assessments as well as site based assessments determined by grade level teams to monitor student progress and growth.

The Star Early Literacy Reading Comparisons Data in English from Fall 2020-21 to Fall 2021-22 shows a decrease in percentage of students testing at or above grade level (level 3 & 4) from 55% in the Fall of 2020, to 48% in the Fall of 2021. Star Early Literacy Spanish from Fall 2020-21 to Fall 2021-22 show a decrease in percentage of students testing at or above grade level (level 3 & 4) from 73% to 62%.

Star Reading comparison Data in English from Fall 2020-2021 shows an increase in overall percentage of students in grades 2-5th from 20% at or above grade level (level 3 & 4) in Fall 2020-2021 to 36.25% in Fall 2021-2022. Star Reading comparison Data in Spanish from Fall 2020-2021 shows a decrease in overall percentage of students in grade 2 from 70% at or above grade level (level 3 & 4) in Fall 2020-2021 to 48% in Fall 2021-2022.

The Star Math Comparison Data shows growth from Fall 2020-21 to Fall of 2021-22 in the overall proficiency in math school wide at levels 3 and 4 from 24.2% to 45.4%.

Grade level teams will continue to utilize multiple data points and formative assessments to monitor student progress.

The McKinna leadership team and staff identified the high leverage practices stated above as a cycle of reflection utilizing data to improve and refine instruction. This is especially important in the areas of oracy and writing across grade levels and content areas. K-3 will continue to follow DLI units which included standards based instructional plans for Spanish and English in social science, science, language, reading, writing and math. Analysis of data shows a need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics. Goal 1 highlights opportunities for grade level collaboration to analyze student data and plan instruction to improve academic achievement. Goal 2 address strategies to strengthen social-emotional supports through PBIS framework. Goal 3 strategies focus on the home -school connection essential to maximize student achievement.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To improve student attendance
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance	The average attendance from August- March of the 2019-20 school year was 95.92%. Attendance was not calculated for the 2020-2021 school year.	Attain an annual average attendance rate of 97% or higher in each grade level.
Engagement	The number of office referrals assigned during August- March of the 2019-2020 school year, was 142. Having returned to in person learning, McKinna has the opportunity to set a new baseline for office referrals during the current 2021-2022 school year.	To decrease the number of office referrals by 10% and increase the engagement time spent in the classroom.
Panorama Survey	McKinna students in 3rd-5th grade took the Panorama Survey twice during the 2020-2021 school year. The survey provided a baseline data in the	To increase 10% in all areas.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>areas of student SEL competencies and learning supports/environments. Our overall rating in SEL during the 2020-2021 school year was 61.5%, rated as good.</p> <p>Growth Mindset-53% Self Management- 59% Social Awareness- 62% Emotion Regulation- 47% Teacher Student Relationships- 76% Sense of Belonging- 72%</p>	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment that supports students at all levels of the MTSS pyramid of support. McKinna will focus on clear behavior expectations in common areas such as the cafeteria, playground and hallways. Champs and STOIC will support our focus on learning classroom expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continued training, implementation and provide student incentives to improve attendance and behavior. Support PBIS to teach self regulation and responsibility, including support to reinforce behavior expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF
4000-4999: Books And Supplies
Student incentives for attendance, engagement, behavior & academics, funding allocated in Goal 1

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Social-emotional learning through counselor led community circles, individual and small group instruction, ongoing monitoring through Panorama. In addition, our school counselor will do SEL lessons in the classroom to reinforce positive behavior and provide social emotional supports. Our counselor will plan and organize school wide activities to support tier 1 students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor focus on Social -emotional learning,
District funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Attendance and Student Engagement rates will be monitored and Mini SARB meetings will be held for those students with excessive absences. Counselor and ORC to monitor student engagement. Meetings and home visits to address chronic absences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
ORC, Social worker, attendance tech

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students underperforming on grade-level Common Core State Standards and Students demonstrating social/emotional challenges.

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs. Wrap around services will be provided for students and their families to meet the social and emotional needs as well as support the implementation of a Restorative Justice Framework.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Counselor, ORC, Social Worker & Other support
staff, See Goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus Supervisors are hired and trained to monitor playground and lunchtime activities. They will also provide extra support and child care for meetings and events (SSC, ELAC, Back to School Night, Parent Education). Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Classified salaries & benefits: Campus
Supervisors, Custodians, Office staff

[Empty box for Amount(s)]

LCFF
2000-2999: Classified Personnel Salaries
extra hours covered by site already
documented with Goal 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School wide and grade level incentives provided for attendance, academic growth, positive leadership, peaceful problem solving.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF
4000-4999: Books And Supplies
Incentives, Already budgeted in Goal 1 with
LCFF targeted

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Additional playground activities,(ie. jacks, pick up sticks, balls and additional PE equipment and resources) added to promote social-emotional well being utilizing SPARKS PE Curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF
4000-4999: Books And Supplies
Materials and Supplies for PE, cost already
documented in Goal 1

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Training in COVID-19 safety protocols and Disaster Preparedness. Safety drills to reinforce safety and crisis response preparation. PBIS Team to review and revise Safety Plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
None Specified
No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Student discipline data will be monitored on an ongoing basis to inform intervention needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Build capacity around research based Tier 1 practices for strengthening positive student behavior and maximizing student instructional time. School digital sharing platform and guide to Common Sense Digital Safety training implemented school wide aligned with Canvas learning management system.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
None Specified
Ongoing PD

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students underperforming on grade-level Common Core State Standards and Students demonstrating social/emotional challenges.

Strategy/Activity

Establish MTSS behavior model with Intervention Support Team. Conduct weekly student support meetings, including COST-SST, IEP and 504s to support student achievement and social-emotional Tier 2 and 3 needs.

Teachers will be released for meetings, observations, data review and progress monitoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Teacher release time (sub expense included in Goal 1)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Counselor, ORC and Social worker will train staff to strengthen trauma informed practices and provide support to students and families as needed. Provide research-based individual and small group counselling services to students in need of social/emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor & ORC (see goal 1)
	District Funded 2000-2999: Classified Personnel Salaries ORC (see goal 1)
	District Funded Social Worker through Healthy Start County Program

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Targeted support for underperforming and at risk sub groups within Homeless and foster youth, SED, English Learners, African Americans & Special Education students

Strategy/Activity

Small group counseling, book study and tutoring support based on Panorama survey and student attendance and engagement data to support social-emotional & academic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor & teachers, funding for extra hours allocated in Goal 1

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Safety Team and community and District personnel will conduct training to strengthen crisis response preparedness and support school wide safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will teach digital citizenship and cyber safety through resources like Common Sense Media.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Common Sense Media Program (no cost), no additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students will create digital presentations including IBooks, slide shows, videos and podcasts that will demonstrate understanding and collaborative application of literacy and language development and civic responsibility.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 5th grade students

Strategy/Activity

K-5th grades will take the Panorama survey 2 times a year per District assessment calendar within their classrooms with support of teachers, ORC and Counselor.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

no cost, Survey provided by the District

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

McKinna's population includes a high percentage of at risk groups such as homeless and SED which needs to be taken in to consideration when creating and reviewing the SPSA to positively impact student attendance, student engagement, behavior and overall school culture and climate. A high need that impacts academic achievement is in the area of social-emotional need. Strategies and activities which address this need are listed in Goal 2. The McKinna community has a high percentage of referrals to Ventura County Behavioral Health, illustrating the high percentage of students and families who are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. It is therefore,

especially important to provide a systematic approach to supporting the social-emotional needs of students who have experienced trauma.

These issues have been especially exasperated due to interruption in traditional schooling with COVID-19. The McKinna community will continue to foster responsive, restorative systems within a Multi-Tiered Systems of Support (MTSS) framework to create a positive learning environment school wide. School staff; including the ORC, school counselor, attendance tech, and principal; will meet regularly to monitor student attendance and student engagement, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

School wide focus on social-emotional needs include ongoing check ins, mindfulness practices, restorative circles and restorative dialogues. In addition, in order to address students' social, emotional, and behavioral needs, students are identified through the CST and SST process and through Panorama surveys, to receive individual and/or small group counseling services provided by our school counselor. The ORC will continue to work closely with students and families to address attendance and student engagement concerns now documented within Q, the student data system. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Ongoing recognition of positive behavior and academic growth is integrated throughout the year to recognize hard work and positive choices students make.

During the 2021-22 school year, McKinna teachers and staff will focus on building strong connections with our students, hosting positive school wide activities during on bullying prevention, drug prevention, school spirit and more. Furthermore, we will continue to work within the Safe and Civil School model through a continuous improvement process to provide guidance that is proactive, positive, and instructional offering an alternative means of correction to address student behavior that preserves student attendance and builds student responsibility, self-control and civic awareness. The goal of this approach is to reduce all behavioral and motivational barriers to learning by promoting safety and pro-social behavior, by supporting both academic and social emotional learning, and by enhancing staff consistency in teaching positive behavior expectations school wide. Panorama survey information for K-5 students will be utilized to target social-emotional learning needs for self-management, growth mindset, social awareness, emotional regulation, teacher-student relationships and sense of belonging. Emphasis will be placed on common language, instruction and intervention to ensure student success in school.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

During Distance Learning it was difficult to provide emotional support to students. Our traditional school behavior concerns were halted during this time, yet our students were faced with other social emotional challenges. This year will be a new baseline for our student behavior. The

McKinna staff is committed to create a positive and safe learning environment that promotes positive behavior and interactions amongst students in the classroom, playground, and throughout our school. During the 2021-2022 school year we will continue to strengthen the systematic approach to improving school wide climate and culture. We will continue to use CHAMPS protocols within the classroom to promote positive behavior and increase self-regulation, thus decreasing loss of instructional time due to disruptive behaviors. In addition, we will recognize positive behavior and academic growth within classrooms and at school wide and/or grade level assemblies. Furthermore, we will continue to strengthen our COST-SST process to address Tier 2 and 3 academic and social-emotional needs of the students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

During the 2021-22 school year, McKinna will continue to build upon the MTSS model that works to align school wide systems and services to support District systems. The Panorama survey results for K-5th grades will be utilized to monitor social-emotional learning needs for self-management, growth mindset, social awareness, emotional regulation, teacher-student relationships and sense of belonging. This will provide staff and support personnel such as ORC and counselor with information to identify students and families who need additional assistance in areas of Wellness Accessibility, Wellness Mental Health and/or Wellness Physical Health. This data will also be utilized to plan and implement targeted support for social-emotional learning and specific needs. The COST/SST and IEP review process will be utilized to monitor student progress and plan behavior, academic and social -emotional interventions as well as determine need for referrals to outside mental health agencies. During COVID-19 Pandemic, McKinna staff will adhere to county and district safety and health guidelines before, during and after the instructional day. Ongoing monitoring and training will be provided and modifications implemented according to updates and guidance received throughout the year.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at family engagement meetings/events like SSC, ELAC, Workshops	2021-22 school engagement opportunities offered through virtual meetings for SSC, ELAC, PTA, Back to School Night, parent webinars and student conferences.	Provide opportunities for monthly educational and social family involvement and school-home connections through web site resources, social media platforms, workshops, Project 2 Inspire, SSC, ELAC, PTA and other family events through a virtual setting. Increase family participation in Parent Meetings.
Parent participation in SST and IEP meetings	2021-22 Benchmark: Various opportunities for parent/guardian participation through phone, zoom and in person for SST, IEP meetings.	Weekly SST and IEP meetings including multiple ways for parents to attend: phone, virtual and in person by request.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA, and Project 2 Inspire to promote LCAP-SPSA Goals around teaching and learning, culture and climate. Site Tech will support in maintaining school website and marquee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded Communication via Blackboard connect, web site and Canvas, highlighted in Goal 1
	District Funded Counselor, ORC, Social Worker provide workshops, Goal 1

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold family/parent workshops on topics to support families and their children with a focus on mental health support through partnership with Logrando Bienestar and Interface mental health services.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue to expand use of technology, school web site, social media, flyers and ongoing communication through Canvas with families about school events, programs and student progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Promote literacy, technology support, including Canvas, and school-home connection through monthly parent workshops offered during ELAC and SSC meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

LCFF
4000-4999: Books And Supplies
Materials and Supplies , included in Goal 1

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Interpreters-translators, funding included in Goal 1

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Site support staff will provide workshops on parenting and child development including spearheading workshops through outside county agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF
4000-4999: Books And Supplies

materials for workshops included in Goal 1

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parents will be invited to participate in student support meetings including SSTs, IEP and 504s to support student achievement and social-emotional Tier 2 and 3 needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

ORC (see goal 1), funding already documented in Goal 1

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Incoming parent meetings will be held to familiarize parents with transition from pre-K to Kindergarten and 5th grade to middle school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Teacher extra pay already included in goal 1 (see goal 1)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Covered in Goal 1, No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Families of English Learners

Strategy/Activity

Provide parent leadership and training opportunities through Project 2 Inspire.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Parents will be invited to give input for reclassification for students who qualify to be re-designated as fluent English proficient.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

McKinna considers families the most essential partners in achieving goals within the SPSA. As such during the 2021-22 school year, McKinna will continue to offer our families various leadership and educational opportunities. The McKinna staff cultivates meaningful partnerships and authentic family engagement opportunities through structured meetings such as Back to School Night, Fall and Spring conferences, SSC, ELAC, PTA and more. McKinna partners with organizations like Ventura County Behavioral Health and Logrando Bienestar to offer workshops and services to families for mental health. Parent education is also offered through the school counselor, social worker and ORC. We are committed to making parents feel welcomed and valued on our campus. McKinna will utilize the web site, Blackboard Parent Connect, email, calls, Canvas, Zoom, our school marquee, video bulletins and social media to maintain ongoing communication with families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Trauma is a barrier that significantly impacts student achievement. McKinna's high percentage of referrals to Ventura County Behavioral Health illustrate a large number of students and families are dealing with trauma for a variety of reasons including substance abuse, domestic violence, mental health issues and immigration concerns. Therefore, it is especially important to provide a systematic multi-tiered approach to connect families to community resources and to address the academic and social-emotional needs of students who have experienced trauma. The District funded ORC, counselor, social worker work closely with McKinna families to coordinate resources and maximize services for educational, mental and physical health through partnerships with organizations like Ventura County Behavioral Health. This is especially important during the 2021-22 school year to support academic, physical, and social-emotional needs created by the COVID pandemic.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

McKinna staff will continue to promote family engagement and empower parents/guardians as essential partners in their students' education. In addition to encouraging participation in decision making bodies like SSC, PTA and ELAC, McKinna will offer multiple venues for family engagement through workshops to promote literacy and technology skills, including a better understanding of Canvas. Parent workshops will be offered during the 2021-22 school year virtually to ensure safety during the COVID Pandemic. Parent workshops like Project 2 Inspire to increase EL parent engagement and advocacy will be offered through the District. McKinna will continue ongoing communication through venues like Blackboard Parent Connect, Canvas, phone calls, emails, webinars, social media and the school web site, video bulletins, and our school marquee. The school will include families in SST, IEP, 504, attendance review and goal setting meetings as well.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$94,825.00
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	\$219,862.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$58,105.00
Title III	\$36,720.00

Subtotal of additional federal funds included for this school: \$94,825.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$112,942.00
LCFF - Intervention	\$12,095.00

Subtotal of state or local funds included for this school: \$125,037.00

Total of federal, state, and/or local funds for this school: \$219,862.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	58,105.00	0.00
Title III	36,720.00	0.00
LCFF	112,942.00	0.00
LCFF - Intervention	12,095.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	112,942.00
LCFF - Intervention	12,095.00
Title I	58,105.00
Title III	36,720.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	18,734.00
2000-2999: Classified Personnel Salaries	LCFF	26,734.00
4000-4999: Books And Supplies	LCFF	39,962.00
5000-5999: Services And Other Operating Expenditures	LCFF	27,512.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	12,095.00
1000-1999: Certificated Personnel Salaries	Title I	44,713.00
4000-4999: Books And Supplies	Title I	4,392.00
5000-5999: Services And Other Operating Expenditures	Title I	9,000.00
1000-1999: Certificated Personnel Salaries	Title III	29,002.00

2000-2999: Classified Personnel Salaries	Title III	4,026.00
4000-4999: Books And Supplies	Title III	2,692.00
5000-5999: Services And Other Operating Expenditures	Title III	1,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	219,862.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Erika Ragan	Principal
Leticia Batista	Classroom Teacher
Beatriz Viveros	Classroom Teacher
Veronica Garcia	Classroom Teacher
Elena Salgado	Other School Staff
Ruth Rocha	Parent or Community Member
Susana Lopez	Parent or Community Member
Guadalupe Ortiz	Parent or Community Member
Maria Diaz	Parent or Community Member
Roberto Vicente	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

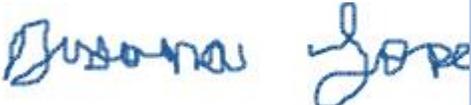
Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/25/21.

Attested:

	Principal, Erika Ragan on 10/25/21
	SSC Chairperson, Elena Salgado on 10/25/21

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019



Ramona Elementary School

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Ramona Elementary School	56725386055362	October 21, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Ramona Elementary School is located on the east side of Oxnard, where the population is predominantly of Latinx descent with a significant immigrant population. Our school is comprised of 99% Latinx, 1% white, 98.3% socioeconomically disadvantaged, and 85.4% English Language Learners. Among the English Language Learners, we have dialects such as Mixtec and Zapotec, which comprise 9.8% percent of the English Language Learners.

Ramona's vision is to empower all students to achieve excellence through hard work, perseverance, and a commitment to lifelong learning. Our Vision for the Dual Immersion Program is to provide students the opportunity to become Bilingual, Bi-Literate, and Multicultural competent through a rigorous academic program to develop to their fullest potential as global citizens. At the same time, providing a safe, nurturing environment where students reach their academic potential and become responsible global citizens.

At Ramona, we have embraced the Power of Collective Efficacy, in which all staff members are committed to the success of all students. As research by Hattie meta-analysis (2012) showed, "When staff members work together, collective efficacy is three times more powerful and predictive of student achievement and socioeconomics, double the effect of prior achievement, more than triple the effect of the home environment and parent involvement and three times more predictive of student achievement."

We critically examine and determine what actions empower our students and which areas need further development to achieve greater success. Professional Learning Community teams collaborate after assessment to analyze data from formative assessments such as Star 360 Early Literacy, Reading, Math, CAASPP Interim Assessment Blocks. Writing prompts, ELD assessments, curriculum-embedded assessments, and summative (CAASPP, ELPAC) assessments to monitor and identify key learning targets. Teachers use grade-level data to plan lessons, identify instructional strategies, and target students' intervention and acceleration. Acquiring academic English language continues to be an important goal for Ramona School students, especially for our English Language Learners (ELLs).

Our literacy instruction aims for students to learn effective reading and writing strategies and have daily time to apply such strategies through student-centered practice. We believe in the importance of first instruction and the idea that students learn to read and write through an inquiry-based balanced literacy approach. Therefore, the ultimate goal is to provide student-centered education that is overt, engaging and rigorous, but carefully scaffolded and differentiated to meet the various needs of all students. We believe in an inquiry-based balanced literacy approach that includes mastery of foundational literacy skills, as they will be the building blocks for future literacy work. While foundational skills are critical, they must be taught in balance with reading and writing within a meaningful context.

We believe that an inquiry-based balanced literacy model includes a variety of lesson designs to meet the different needs of students, such as independent reading and writing, small group instruction, mini-lessons, and interactive opportunities enhanced by technology and based on a foundation of strong Oracy and background knowledge. In addition, students will have access to an abundance of rich, diverse, and culturally relevant literary and informational texts at both independent and instructional levels to enrich their academic experience. Instruction is standards-based and focused on content literacy organized into interdisciplinary units, promoting critical thinking, inquiry, and social action.

In the case of the district's dual language immersion program, we believe that biliteracy is developed through an inquiry-based balanced literacy model that occurs daily in both Spanish and English. In this context, we recognize the need to heighten the Spanish language to value students' culture and background.

In order to fulfill the above pedagogy, all teaching professionals work collaboratively within and across grade levels as they support the essential components of the district's literacy and biliteracy program while implementing data-driven decision-making and evidence-based practices.

For the 2020-2021 School Year, Ramona Elementary will provide parents the opportunity to enroll their children in a 50/50 Dual Language Immersion Program (DLI) starting in Kindergarten through third grade. Every year we will be adding one grade until every grade Kinder through fifth grade, becomes part of the Dual Immersion Language program.

In addition to the first instruction, students are supported with individualized supplemental applications such Lexia Core5, ST-Math, and Accelerated Reader (AR). Lexia CORE5 enriches academic education and reinforces learning in an adaptive, personalized, and individualized learning that motivates students by creating a customized and personalized learning path. ST-Math starts by teaching the foundational concepts visually and then connects the ideas to the symbols and language. ST Math is a standards-aligned program that creates opportunities to move away from digitized math drills and puts them in the mindset to think creatively. Both Lexia and ST Math programs create personalized learning paths for students of all abilities through adaptive placement and scaffolded activities that align with rigorous standards. The goal for AR is for students to develop the love for reading, which in turn develops the love for learning, providing the opportunity to become lifelong learners.

We are using technology to accelerate learning through individualized and personalized learning while creating critical, independent thinkers. Providing a supportive environment that addresses all students' needs, including nutrition, physical, social-emotional, safety, intellectual growth. Create an environmentally responsible campus.

We will continue developing as professionals and building capacity by attending professional development that enhances our understanding of research-based Common Core State Standards practices. Participating in reciprocal Professional Learning Communities to reflect, improve, and advance instructional practices. Attend training, which supports Inquiry-Based Learning and focuses on developing STREAM-based learning.

We have aligned our mission, vision, and purpose to reflect the Oxnard School District student profile, where our goal is to promote students with the following traits.

Collaborator: Students will be collaborative learners, able to communicate and learn through and with others.

Digital Learner: Students will be technologically, artistically, academically, and linguistically prepared to succeed and lead.

Focused on the Future: Students will be high school, college, and career ready, challenged to select rigorous courses, and equipped with the tools, knowledge, and skills to be prepared for the future.

Global Thinker: Students will be compassionate, multilingual, and inclusive, able to understand and convey pride in their identity, heritage, and history.

Achiever: Students will demonstrate their knowledge of local and state measures in all academic areas.

Problem Solver: Students will be confident and solution-oriented, demonstrate a growth mindset, and advocate for themselves and others.

Innovator Students will be creative writers, successful readers, and mathematical thinkers; able to create, design, and apply new knowledge in various contexts.

Finally, continue to provide educational and social-emotional services due to the COVID19 pandemic.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The site administrator conducted formal and informal classroom observations to collect data in grades PK/TK-5th Grades throughout the school year. During classroom walkthroughs, it was observed that the "Look-Fors" were evident in many of the classes, however inconsistently. Some of the Look Fors included students being aware of and understanding the lesson's learning objective, ensuring that students were doing most of the talking, with purposeful and academically focused conversations. Ensuring students understood the activity, participated in cooperative learning, problem-solving, creative projects, and high-level thinking, and provided meaningful student participation. These observations provide information to develop goals, actions, and services. Then addressed during staff development days, Professional Learning Communities (PLCs), and grade-level meetings. As a site team, we are also very aware of the significant loss of instruction during Distance Learning due to the Covid Pandemic. As we were on distance learning all year, many students had challenges connecting through the internet or didn't have the right learning environment.

For that reason, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students and provide the best First Instruction to our students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Ramona uses formative and summative assessment data to inform and improve instruction and student achievement. Formative assessments include the Star 360 Early literacy, Reading and Math, Spanish for Dual immersion programs, CAASPP, Interim assessment blocks, and district writing assessment prompts. Students take the CAASPP and ELPAC as part of the Summative Evaluation for ELA, Mathematics, and Science in the spring.

Panorama Survey is given to students three times to unify the district SEL work and measure students' progress in engagement, social awareness, growth mindset, self-management, emotional regulation, sense of belonging, and teacher-student relationships. The Panorama survey is part of a comprehensive data-driven decision-making process on improving school climate and student learning environments for overall school improvement.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

In order to address the needs of all students and specifically underperforming students, teachers are provided time to meet as a grade level. The purpose is to increase student achievement and teacher awareness of students' levels. After each assessment, teachers review the data and plan accordingly.

Within a Professional Learning Community context, grade-level teams frequently collaborate to analyze data from both formative (Star 360 Early Literacy/Reading/Math (Spanish and English for DLI students), CAASPP Interim Assessment Blocks, writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. The teacher also tracks formative and summative data to support student learning, including the progress on assessments and tools that provide students opportunities to address their individual educational needs through Lexia and ST Math programs.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district has a PAR (Peer Assistance and Review) program to offer support to any teacher who requests or requires it. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who support Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager works directly with teachers to support science and math instruction. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers before the start of school for students. Professional development was provided in the following areas:
All grade levels: Literacy strategies and Culturally Responsive Teaching
TK-5: new standards-based report cards, math strategies
Grades 6-8: PBIS strategies; SEL data collection; math, science, and PE for content teachers
Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level collaboration is provided in which teachers identify learning targets, develop and agree on common assessments, analyze data, and create a plan to address student learning. DLI teachers also include discussion of the biliteracy units, planning, developing, implementing, and evaluating. Leading questions include, what do we want students to know? How do we know if they have learned it? What will we do if they have not learned it? And what will we do if they have?

The Tier System of Supports model provides specific and aligned intervention strategies to underperforming students at Tier I, II, and III levels. Students' progress and response to these intervention strategies are monitored by using pre and post-assessment data. The teacher provides tier I support, and our literacy teacher provides tier II and III in conjunction with the classroom teacher.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Ramona, we use a Multi-Tier System of Supports to help our under-performing students meet grade-level standards. This instructional model includes universal screening, multiple tiers of supports (Tier I, Tier II, and Tier III), data collection, and reviews to inform interventions in each tier. During regular student monitoring by teacher and grade level collaboration, students who are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. During these times, the Instructional Support Teachers support students and teachers to reduce teachers' ratio to students and provide targeted instruction. These interventions typically last 6-8 weeks and are specific to the student's needs. Student progress is monitored, and teachers adjust the interventions accordingly to ensure students reach the expected goals. If the student shows little to no growth, they are referred to the Coordinated Service Team (CST) for further interventions where the team suggests interventions. Students who are not meeting Tier II interventions' expectations are referred to the Student Success Team (SST). Parents are crucial to student success; thus, they are informed of a teacher's concern as soon as Tier 1 interventions start. Parents are invited to SST meetings to create a successful plan for interventions. Those students who are still not demonstrating adequate progress may be referred to for a Special Education evaluation. This process can involve school specialists such as the Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and district nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of the good first instruction to raise student achievement. These practices may include, but are not limited to, having a clear focus/purpose for the lesson, effectively communicating it to students, providing opportunities for student engagement with content, monitoring and checking for understanding, and providing corrective feedback.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Ramona provides several opportunities for parents to become involved in their children's education through a variety of educational and advisory opportunities throughout the year that will strengthen the family-school partnership. Parents are encouraged to participate and support Ramona Elementary students by becoming involved in parent training workshops in various areas including, but not limited to:

- Parent Project, Loving Solutions, social skills, and discipline
- Family Literacy Nights with a focus on ELA/Math and technology
- iPad and application programs such Lexia, ST-Math, MyOn, and Canvas
- STREAM Night where students present Inquiry-Based Projects
- Parent Book Club

Parents are encouraged to participate in school, district, and community events, including, but not limited to:

- VCBH Logrando Bienestar
- MICOP, Viviendo con Amor
- Class and field trip volunteers
- PTA events
- School Site Council
- English Language Advisory Committee, ELAC monthly meetings
- Parent Nutrition Classes
- Parenting classes
- Coffee with the Principal/Title 1 meetings
- Read across America
- Awards Assemblies
- Project 2INSPIRE

These meetings allow parents to voice any concerns, receive information, and have input into critical decisions. The meetings also allow an opportunity to explain testing, scores, safety, and other school-related programs and activities. Our ORC and counselor offer support by connecting families with necessary services to address social-emotional needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Ramona Elementary will continue to prioritize parent involvement during the 2021-2022 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of ConApp programs. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent-Teacher Association are elected annually or biennial. School or district-adopted bylaws govern these committees' protocols and decision-making process to ensure annual goals and fiscal spending is centered on student success. Throughout the 2020-2021 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness in meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals and review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel to analyze and monitor student achievement data to improve curriculum, instruction, and assessment. Transitional meetings and presentations are held yearly by the middle School Counselors to inform 5th-grade students of programs offered in the middle school, such as AVID and pathways to college and career readiness. In addition, the principal and school counselor present A-G requirements for all 5th-grade students and parents.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are dedicated to improving student academics by providing resources, enrichment, and interventions to all students with evidence-based teacher teaching collaboration focused on analyzing and monitoring data to inform classroom and school-wide instructional programs and practices. Categorical funds were also used to support the continued development of our PBIS approach, which benefits all students in their behavioral and academic progress. The following services were funded through categorical funds to enable underperforming students to meet the standards.

- Tutoring before and after school
- Staff Collaboration
- Professional Development and conferences
- Parent Conferences
- Enrichment Field Trips
- Substitutes for CST/SST/IEP meetings
- Intervention Support Provider (ISP)
- Babysitting for EL parents
- Verbal Translation for meeting with EL parents
- Overtime for Counselor, ORC, and Clerical staff for EL parent support

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students, and sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites to provide any necessary additional services or resources to support English Learners. The district receives Supplemental, and Concentration LCFF funding and school sites are allocated a portion of these funds to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The Ramona SPSA was developed with the input of the School Leadership Team and reviewed with parents during our Title I and ELAC meetings. ELAC and parent groups submitted their recommendations to the School Site Council for actions to be included in the SPSA. SPSA was presented to the School Site Council and reviewed during the October meeting. All parent committees (PTA, ELAC, SSC, and Title I) participated in developing the SPSA. School Site Council reviewed and approved the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Throughout the year, regular teacher substitutes continued to be a challenge by not having adequate teachers and classified substitutes to cover the different positions throughout the school. Lack of substitutes challenges extended to other positions, and the principal, counselor, or other available staff had to be taken out of their roles to ensure students' learning and safety. Lack of personnel also affects well-developed plans to provide extended time for professional learning communities.

Since the March of 2020 school year when the COVID 19 pandemic affected us locally and globally. It also highlighted the many inequalities that have existed with technology access. Many of our students lacked proper access or had no access to wifi. The lack of wifi access outside the school and a stable learning environment further widen the educational inequities that are prominent with poverty.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0%	0%	0%	0	0	0
Asian	0%	0%	0%	0	0	0
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	99.34%	99.48%	99.6%	602	578	552
Pacific Islander	0%	0%	0%	0	0	0
White	0.66%	0.52%	0.4%	4	3	2
Multiple/No Response	0%	0%	0%	0	0	0
Total Enrollment				606	581	554

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	136	135	120
Grade 1	89	88	96
Grade 2	84	88	85
Grade3	97	82	87
Grade 4	97	92	76
Grade 5	103	96	90
Total Enrollment	606	581	554

Conclusions based on this data:

Overall the student population at Ramona School has minimally changed from one year to the next. The Mixtec indigenous population represents the second greatest subgroup in the school as well as in the district. Currently, we host about 70 families who speak Mixtec and Zapotec and represent about 10% of our developing bilinguals. Overall our student population remains essentially unchanged from 99.5% Latinx and 0.3% White. Our student enrollment declines from 606 students in 2018-2019 to 554 in 2021-2022 school years, a difference of 52 students.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	516	470	438	85.1%	80.9%	79.1%
Fluent English Proficient (FEP)	52	82	76	8.6%	14.1%	13.7%
Reclassified Fluent English Proficient (RFEP)	34	83	32	6.7%	16.1%	6.8%

Conclusions based on this data:

The 2020-2021 preliminary ELPAC data for students show 79.1% English Learners; 13.7% are Fluent English Proficient, and 6.8 are Reclassified Fluent English Proficient (RFEP). The data shows a slight decrease of 0.4% of Fluent English Proficient Students and a 9.3% decrease of reclassified Fluent English Proficient Students. Ramona increased the percent of reclassified students between 2017-2019 from 34-83, and we increased from 6.7% to 16.1%, respectively. The ELPAC was not administered in the spring of 2020 due to the covid19 pandemic. Data for 2021 is not available yet, but based on the data we have, we need to continue to provide daily designated and integrated ELD instruction to our students. English Language learners students receive either designated or integrated ELD. K-3 received integrated ELD through the biliteracy units, and 4th and 5th grade received 45 minutes daily designated ELD. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening, and speaking to levels more representative of language proficiency and fluency. Classroom teachers will integrate verbal and written language supports and scaffolds throughout all core subject areas to enable English Learners to access grade-level subject matter. The two main languages spoken at Ramona are Spanish and Mixtec language.

School and Student Performance Data

Star Early Literacy

Ramona Elementary School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	92	41	45%	15	16%	13	14%	23	25%	557
Grade 1	94	33	35%	24	26%	17	18%	20	21%	664
Grade 2	9	9	100%	0	0%	0	0%	0	0%	602

Conclusions based on this data:

Early Literacy:

The STAR Early Literacy data above indicates that 43% of our students who took the Early literacy test tested at level 1 (urgent intervention), 20% at level 2 (intervention), 15% at level 3 (on watch), and 22 % at level 4 (at or above benchmark).

In the Fall of 2020, we had an overall Proficiency of 25.1%, Winter 36.5%, Spring of 2021, 21.9%. Our students decreased overall by 3.2% over the year.

The above data is significant as our proficiency rate has decreased dramatically as to what we expected at the beginning of the year and end. Ninety-four students in first grade and nine students in 2nd grade took the Early literacy at the end of the 2020-2021 school year, whereby this time, they should have taken the Star Reading test. As a site team, we are also very aware of the significant loss of instruction during Distance Learning. As we were on distance learning all year, many of the students had challenges connecting to the internet and having an appropriate learning environment conducive to learning. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students and provide the best First Instruction to our students.

School and Student Performance Data

Star Reading

Ramona Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	73	21	29%	18	25%	18	25%	16	22%	2.4	215
Grade 3	83	32	39%	19	23%	10	12%	22	27%	2.3	321
Grade 4	75	21	28%	25	33%	11	15%	18	24%	2.3	394
Grade 5	90	37	41%	21	23%	17	19%	15	17%	2.1	434

Conclusions based on this data:

Star Reading

The STAR Reading data above indicates that 35% of our students who took the Star Reading test were tested at level 1 (urgent intervention), 26% at level 2 (intervention), 17% scored at level 3 (on watch), and 22 % level 4 (at or above the benchmark).

In the Fall of 2020, we had an overall Proficiency of 19.6%, Winter 25.2%, Spring of 2021, 24.8%. Our students increase overall by 5.2% over the year.

As a site team, we are also very aware of the significant loss of instruction during Distance Learning. As we were on distance learning all year, many of the students had challenges connecting to the internet and having an appropriate learning environment conducive to learning. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students and provide the best First Instruction to our students.

School and Student Performance Data

Star Math

Ramona Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	94	22	23%	24	26%	19	20%	29	31%	2.6	323
Grade 2	77	34	44%	14	18%	11	14%	18	23%	2.2	404
Grade 3	82	26	32%	18	22%	10	12%	28	34%	2.5	513
Grade 4	75	21	28%	26	35%	6	8%	22	29%	2.4	575
Grade 5	90	29	32%	22	24%	14	16%	25	28%	2.4	611

Conclusions based on this data:

Star Math

The data above indicates that on average 32% of our students who took the Star Math test scored at level 1 (urgent intervention), 25% scored at level 2 (intervention), 14% scored at level 3 (on watch), and 29% scored at level 4 (at or above the benchmark).

In the Fall of 2020, we had an overall Proficiency of 39.3%, Winter 38.2%, Spring of 2021, 29.1%. Our students' scores decreased by 10.2% over the year.

As a site team, we are also very aware of the significant loss of instruction during Distance Learning. As we were on distance learning all year and many of the students had challenges connecting. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students and provide the best First Instruction to our students.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction.
 To provide equipment, materials, and technology resources that support high-quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data	<p>CAASPP was not given in the 2020 or 2021 school years.</p> <p>2018-19 CAASPP Data (All Students): 27.0 % Met/Exceeded 24.7% Nearly Met 48.3% Not Met</p> <p>The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closures.</p>	<p>Students will demonstrate growth by moving one or two levels across the different bands in the SBAC, and 10% of the student will move from approaching to meeting or exceeding.</p> <p>2021-2022 CAASPP Expected Outcomes (All Students): 37.0% Met/Exceeded 24.7% Nearly Met 38.3% Not Met</p> <p>The data above is from 2018-19, and the conclusions remain unchanged due to the COVID-19 school closures.</p>
CAASPP Math Data	<p>2018-19 CAASPP Data (All Students): 14.7% Met/Exceeded 30.0% Nearly Met 55.0% Not Met</p>	<p>Students will demonstrate growth by moving one or two levels across the different bands in the SBAC, and 10% of the student will move from approaching to meeting or exceeding.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closures.	2021-2022 CAASPP Expected Outcomes (All Students): 24.7% Met/Exceeded 30.0% Nearly Met 45.0% Not Met The data above is from 2018-19, and the conclusions remain unchanged due to the COVID-19 school closures.
STAR 360 Reading	<p>The Percentage of students at or above on the district benchmark on the Fall Star360 2021 Reading test Assessment</p> <p>K-Early Literacy Spanish 48%</p> <p>K- Early Literacy English 14%</p> <p>1st Grade Early Literacy Sp 23%</p> <p>1st Grade EarlyLiteracy En 9%</p> <p>2nd Grade Early Literacy SP 17%</p> <p>2nd Grade Early Literacy En 2%</p> <p>2nd Grade Star Reading 6%</p> <p>2nd Grade STAR Reading Sp 30%</p> <p>3rd Grade Star Reading En 3%</p> <p>3rd Grade Reading Spanish Sp 40%</p> <p>4th Grade Star360 Reading 15%</p> <p>5th Grade Star360 Reading 11%</p>	<p>Students will demonstrate growth by moving at least one or two levels across the different bands on Star360.</p> <p>K-Early Literacy Spanish 68%</p> <p>K- Early Literacy English 35%</p> <p>1st Grade Early Literacy Sp 40%</p> <p>1st Grade EarlyLiteracy En 26%</p> <p>2nd Grade Early Literacy SP 79%</p> <p>2nd Grade Early Literacy En 29%</p> <p>2nd Grade Star Reading 30%</p> <p>2nd Grade STAR Reading Sp 50%</p> <p>3rd Grade Star Reading En 22%</p> <p>3rd Grade Reading Spanish Sp 59%</p> <p>4th Grade Star360 Reading 34%</p> <p>5th Grade Star360 Reading 30%</p>
STAR 360 Math	<p>The Percentage of students at or above on the District benchmark on the Fall Star360 Reading test Assessment</p> <p>1st Grade Star360 Math 1%</p>	<p>Students will Demonstrate growth by moving at least one or two levels across the different bands on Star360.</p> <p>The Percentage of students who will score at or above will increase by at least 10%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	2nd Grade Star360 Math 0% 3rd Grade Star360 Math 1% 4th Grade Star360 Math 1% 5th Grade Star360 Math 1%	1st Grade Star360 Math 18% 2nd Grade Star360 Math 17%% 3rd Grade Star360 Math 20% 4th Grade Star360 Math 20% 5th Grade Star360 Math 21%
English Language Learners	Based on 2021 ELPAC data: 153 students 33% of all students scored at Level 1 (Beginning Stage) 159 Students 34%% of students achieved at Level 2 (Somewhat Developed) 122 Students 26% of students achieved at Level 3 (Moderately Developed) 31 Students 6% of students achieved at Level 4 (Well Developed)	Students will demonstrate growth by moving one or two levels across the different bands in the ELPAC, and 10% of students will move from approaching to meeting or exceeding.
ST-Math	Syllabus Progress during the 2020-2021 School year School Average 63%	ST Math is supplemental grade-level math that reviews and reinforces grade-level standards and first instruction. The goal will be for Ramona school to be able to cover 67% of the grade-level curriculum according to ST Math Data.
Lexia CORE 5 Language Arts	Lexia CORE5 results for the Fall 2021 School year; Fall: Reached End of the Year Benchmark: 5% On grade level: 21% One or two or more grades Below 74%	The goal for the 2021-2022 school year is to have students meet usage and to have 50% of the students at grade level or above as measured by Lexia Core5. EOY Reached End of the Year Benchmark: 25% On grade level: 36% One or two or more grades Below 39%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Accelerated Reader	2020-2021 Number of students who met their comprehension and point goal. AR data will be added at the end of trimester 1. 1st grade: 0 2nd-Grade: 8 Third-Grade 15 4th- Grade: 36 5th Grade: 25	Increase the number of students Meeting their Accelerated Readers Goal by 10% each trimester using 1st trimester as a baseline (1st grade doesn't start AR until the second trimester) Note: These are exceptional times in which we must celebrate every accomplishment for each and every one of our students.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of District adopted curriculum reading program as aligned with CCSS. Ensure the appropriate time for English Language Arts, Mathematics, English Language Development and Physical Education instruction at each grade level
 Professional Development opportunities will be provided from district, county and outside agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Curriculum

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The STAR 360 Reading, Math, and Early Literacy assessments will be administered four times per year. The STAR 360 Spanish Literacy or STAR360 reading will be given to those students in the Kindergarten to third-grade Dual Immersion Language, DLI.

The CAASPP, English Language Arts and Math test, will be given to grades third through fifth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1043.00

LCFF
4000-4999: Books And Supplies
Materials and Supplies (Headphones/privacy
dividers)

4000

Title I
1000-1999: Certificated Personnel Salaries
Certificated extra pay (support during CAASPP
testing, proctors)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will use grade-level collaboration and Professional Learning Communities (PLCs) to plan and examine student assessments work samples to ensure students are mastering grade level standards. Teacher collaboration and observation will occur in order to best address the needs of all students and share best practices to evaluate and analyze formative assessment data on student achievement through PLCs to inform instructional practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2446

LCFF

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Math, Science, and Technology mentors (CANVAS) will support and assist classroom teachers with planning, instruction, and implementation of Math and ELA curriculum and provide professional development, as well as assisting in the integration of technological tools and software to support students and teachers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF
2000-2999: Classified Personnel Salaries
Classified salary: IT Tech

737

LCFF
1000-1999: Certificated Personnel Salaries
Professional Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of Dual Immersion Education in Kinder to 3rd grade following the district's Master Plan

Provide Dual Language Professional Development throughout the school year for Dual Language Development and Enrichment.

Provide an additional hour per teacher of Para support in the DLI-Kinder and first grade to reinforce literacy

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded DLI Professional Development
3000	LCFF 4000-4999: Books And Supplies Books and other materials
25000	LCFF - Intervention 2000-2999: Classified Personnel Salaries Paraprofessional Support for Transitional Kinder, Kinder and parent contact

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Implementation of the District Master Plan for English Language Learners.

Grade levels to differentiate instruction according to student English proficiency level during integrated and designated ELD.

Teachers will work with the EL department to support classroom ELD instruction.

Reclassification Assembly will be held to recognize individual students' language achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded EL TOSA
	District Funded Reclassification Medals
200	Title III 4000-4999: Books And Supplies Reclassification Recognition Refreshments

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will focus on creating and implementing CCSS units to address grade-level STREAM strands.

Students will have access to a "Makerspace," where students will have the opportunity to explore, make, learn, share and collaborate as it pertains to the school STREAM strands.

Students will showcase their projects and findings to peers, parents, and community members during STREAM nights.

Attend Professional Learning Development

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2800

Title I
1000-1999: Certificated Personnel Salaries
Professional development

4000

LCFF
4000-4999: Books And Supplies
Materials and Supplies

3000

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
STREAM project support before and afterschool

Strategy/Activity 8**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site Canvas Liaison and District IT collaborate and support teachers with the development of canvas pages and student assignments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated
	District Funded EL TOSA
	District Funded Certificated salary: Canvas Liaison

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students will take field trips related to grade level STREAM strands (i.e., Science Center, Agricultural Museum, Pumpkin Patch, Santa Barbara Zoo, and Universities). Virtual field trips will be optional if continuous restriction continue due to COVID19. Following OSD safety guidelines for COVID19

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF 5700-5799: Transfers Of Direct Costs Admission fees Transportation (as permitted per OSD COVID19 Safety Guidelines)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide GATE enrichment for students in third through fifth grade.

Provide opportunities for teachers to develop professional capacity by attending CAG conference and other Professional Learning Development on student engagement and integration of differentiated instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Promote literacy and the love of learning by engaging students in a reading competition through Accelerated Reading (AR) and MyOn programs with individual, grade level, and school-wide recognition.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 4000-4999: Books And Supplies Academic Incentives for AR
	District Funded Renaissance STAR360-AR contract
	District Funded MyOn contract

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Library Media Technician supports students' biliteracy by creating a supportive environment that supports learning, including books clubs before and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4920	LCFF - Intervention 4000-4999: Books And Supplies Books Materials and Supplies
1000	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified extra pay

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site assign Media Tech and District IT department will maintain equipment and software to support student learning through technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Site assigned Tech

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Canvas Liaison will support and assist classroom teachers in developing lessons design through the canvas learning platform. Canvas Liaison will create activities that support technology

integration into various curriculum areas and train teachers to use the current technology to meet district curriculum goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 1000-1999: Certificated Personnel Salaries Tech Mentor

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Apps and subscriptions support first instruction and accelerate and solidify student learning and mastery of CCSS.
 LEXIA Core5 Reading-Foundational reading skills specifically written to support CCSS, targeting intervention and acceleration in an individualized learning program.
 ST-Math, students will develop a Growth Mindset, which is critical to developing perseverance and crucial when facing difficult situations that require persistence.
 BrainPOP is curriculum-based animated movies, learning games, interactive quizzes, and primary source activities that teachers and students utilize to introduce lessons or reinforce learning. it includes BrainPOP, BrainPOP Jr. and BrainPOP Español.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded LEXIA CORE5
270	Title III 5800: Professional/Consulting Services And Operating Expenditures STAR Fall
	District Funded ST-Math

Title III
5800: Professional/Consulting Services And
Operating Expenditures
Brain POP, BrainpoJr, BrainPOP Español (no
expense for 2021-2022)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide extra support to parents to fill out emergency information, parent compact, income forms and other paperwork after regular hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

Title III
2000-2999: Classified Personnel Salaries
Classified extra pay

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use of laminator, Duplo and copy machines to make necessary copies to support instruction, along with a parent, teacher and school communication.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1150

Source(s)

LCFF
5000-5999: Services And Other Operating
Expenditures
Site Duplo Machine

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Literacy teacher and ISP will provide Tier II interventions and enrichment for targeted services for students throughout the day in kindergarten to fifth grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded Certificated Salary: Literacy Teacher
28880	Title III 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP Teacher
28880	Title I 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP Teacher

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Students will have opportunities to access enrichment through the Homework/Project Club, which supports students who might not have access to a quiet place or need additional support with homework. In addition, to help with supplemental programs such as Lexia, ST-Math, and MyOn.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4500	LCFF - Intervention 2000-2999: Classified Personnel Salaries Certificated extra pay
------	---

3000

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Classified extra pay

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide site-based, district, county (VCOE) and other agency professional development in technology to promote student engagement and learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF
5000-5999: Services And Other Operating Expenditures
Professional development, Conference fees and expenses

1000

LCFF
5000-5999: Services And Other Operating Expenditures
Professional development, Conference fees and expenses

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Staff will monitor at-risk students through the Multi-Tiered Systems of Supports (MTSS) process; School will hold Student Success Teams (SST) and Coordinated Services Team (CoST) meetings to collaborate on the needs of at-risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

4000

LCFF
1000-1999: Certificated Personnel Salaries
Teacher Substitutes

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use data to target specific educational needs of developing bilinguals and foster youth students and provide appropriate support and interventions before and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2210

Title III
1000-1999: Certificated Personnel Salaries
Certificated extra pay

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Decrease the number of at-risk LTEL students by analyzing student individualized data, targeting and addressing students needs
 Provide opportunities for teachers to build capacity in the areas of instructing Developing bilinguals by attending Professional Development.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated extra pay/tutoring
1758	LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies
1000	LCFF 1000-1999: Certificated Personnel Salaries Professional Development

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Regular meetings are scheduled to support students with IEPs and 504s to continue monitoring progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2425	LCFF 1000-1999: Certificated Personnel Salaries Substitute teachers

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program, ASP, will be offered to students in grades Kindergarten through 5th and provide enrichment for students through collaboration and hands-on academic activity opportunities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

After School Program

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

A Teacher Liason will be designated for the ASP program to coordinate communication with the ASP coordinator and support school needs by organizing the curriculum, providing modeling, and professional development for after-school staff. Teacher Liaison will meet monthly with the ASES administrator and other school staff to coordinate regular school days with the after-school program to evaluate program needs, challenges, highlights, and upcoming events.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

Teacher ASP Liaison

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site admin will attend professional development to continue to build capacity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Administrative substitute (Teacher in Charge)
3000	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Leadership Team will meet to discuss, plan and monitor school development and school improvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries Certificated extra pay

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The Custodian and Clerical Staff will support school programs and events such as Back to School Night, Talent show, and STREAM Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Classified extra pay

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2021-2022 school year, Ramona School will continue to emphasize the Power of Collective Efficacy by involving all staff members and collaborating across grade levels. In addition, we will be highlighting the OSD student profile to involve students and promote a sense of pride and accomplishment. Teachers will focus on First Instruction to give all students the best opportunity to learn standard-based, grade-level content skills. We will continue to provide time for PLCs and hire an Intervention Service Provider to support students in small group instruction. After each assessment, Professional Learning Community will collaborate to analyze data from formative assessments such as STAR360 Early Literacy, Reading, Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, curriculum-embedded and summative (CAASPP, ELPAC) assessments. Teachers will identify key learning targets within the Common Core State Standards to target and modify instruction based on outcomes. At the same time, students will be encouraged and be supported to meet their individualized and personalized goals in Accelerated

Reader reading goals, Lexia Core5, and ST Math. Teachers will monitor students and provide support and feedback.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

There were no major differences in implementation and/or budget expenditures.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2020-2021 SPSA and school achievement outcomes resulted in the need for improved, systemic, purposeful, and evidence-based collaboration. For the 2021-2022 school year, we have increased the number of star 360 formative assessments, and meetings have been scheduled after each assessment to monitor student achievement more closely. We will continue the emphasis on academic writing across all core subject areas and continue to focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem-solving skills in the area of Mathematics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	Chronic absenteeism rate for the year 2019-2020 was 6.67%	Continue to decrease or maintain the chronic absenteeism rate below by 1%. Will continue to use the same base data due to COVID19 Pandemic School Closure.
Student Suspension rates	2018-2019 suspension rate 0.16%.	Decrease or maintain suspension rates at the 2018-2019 rate Will continue to use the same base data due to COVID19 Pandemic School Closure.
Panorama Survey	Emotional Regulation 47% Spring 2021	Increase student emotional regulation above 52% as measured by the Student Well-being Panorama Survey
Panorama Survey	Growth Mind Set 53% Spring 2021	Increase school Growth Mind Set to or above 55% as measured by Student Well-Being Survey Panorama

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey	Self Management 62% Spring 2021	Increase school Self Management to or above 72% as measured by the Student Well-Being Survey panorama

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The School Comprehensive Safety Plan Committee/ Leadership and PBIS teams will monitor the Comprehensive Safety Plan and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Materials and supplies, Walkies-Talkies/Batteries/Safety Supplies; School Safety
840	LCFF 5000-5999: Services And Other Operating Expenditures Ensure confidentiality and storage of students crucial documents and sensitive student information

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff and students will participate in periodic monthly safety drills alternating between fire, earthquake, lock-down, and school evacuation.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

All Staff- No cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Campus Supervisors will monitor students and support Positive Behavior before, during and after school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

6392

Title I
2000-2999: Classified Personnel Salaries
Campus Assistants to increase supervision and safety

[Empty box for Amount(s)]

District Funded

Campus Assistants to increase supervision and safety

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Student attendance will be monitored and incentives for good attendance will be provided to individual students and classes.

Provide support for parents, staff, and students with the development of self-efficacy in order to develop resiliency which will result in increased attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1500

LCFF
4000-4999: Books And Supplies
Attendance Incentives

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Staff will fully implement CHAMPS, PBIS program at all grade levels.
Positive student behavior incentives
Provide opportunities for staff to develop capacity in Trauma-Informed Care and the development of self-efficacy, grit, mindfulness, and resiliency, which will benefit students' well-being. In the areas of Emotional Regulation, growth Mindset, Self-Management, and Social Awareness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Professional development (Certificated and Classified staff)

1500

LCFF
4000-4999: Books And Supplies
Materials and Supplies (Posters, Books and other Supplies)

1500

LCFF
4000-4999: Books And Supplies
Student incentives

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Restorative Justice (RJ) will be implemented to teach students how to get their needs met using positive social-emotional skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Professional development

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Certificated Salary: Counselor

1500

LCFF - Intervention

1000-1999: Certificated Personnel Salaries
Counselor Extra hours

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Positive Behavior Intervention Support (PBIS) maintains a school climate and culture whereby students are supported toward engaged learning and meaningful participation within a safe and respectful environment.

PBIS Site Committee to review the Panorama Survey given to students, parents, and staff and create an action plan to implement with students and staff.

Student discipline data will be monitored through the PBIS committee at intervals throughout the year to determine students/families who will receive a referral to outside agencies for additional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Professional Development (district and county)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Multi-Tier System of Support (MTSS), CoST, Student Study Team(SST), 504, IEP meetings to address student academic and Social-Emotional and academic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Outreach Consultant

[Empty box for Amount(s)]

District Funded
Counselor

[Empty box for Amount(s)]

District Funded
Special Education Teacher

District Funded

Psychologist

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide drug, alcohol and tobacco prevention awareness (Red Ribbon Week)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF
4000-4999: Books And Supplies
Student incentives

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School wide classroom lessons on bullying prevention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
Counselor, teacher, ORC and Principal

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Regular social skills and discipline assemblies will be held throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Counselor, teacher, ORC and Principal

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Counselor organizes and leads student support groups such as the Student Leadership Team and other groups that support social-emotional and academic needs. Students will participate in field trips that will enhance their goals to attain higher education. Develop a reading club to support student leadership.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF - Intervention
5700-5799: Transfers Of Direct Costs
Admission fees Transportation

1000

LCFF - Intervention
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide students access to outside services, for dental, vision, health and SEL.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

ORC

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide opportunity to students to join extra curricular activities, such as Basketball, Cheer, Flag Football, and Track.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

PTA/PTO
5700-5799: Transfers Of Direct Costs
League registrations and materials

500

PTA/PTO
5700-5799: Transfers Of Direct Costs
Uniforms

1000

PTA/PTO
5700-5799: Transfers Of Direct Costs
Ribbons, Medals, Trophies and Award
Ceremony

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Student, staff, and parents will participate in the Panorama School Survey in order to gather data to support the social-emotional health of all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Online Surveys through iPads

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Ramona Elementary will continue to build on its success to address students' and families' challenges attending school regularly. The attendance team will monitor student attendance periodically and develop and implement appropriate systems to increase students' attendance. Students' social, emotional, and behavioral needs will be identified through the CST and SST process and receive individual or small group counseling services by our school counselor. Our progressive discipline matrix will assist teachers and administrators with clear guidelines for student behavior at both the classroom and school levels.

Our PBIS/School Safety Team meets regularly to analyze student discipline data, identify areas of focus, and provide school staff recommendations to strengthen our school's positive learning environment. Awards Assemblies honor and recognize students' hard work and positive choices by rewarding students with praise, recognition, and incentives.

School staff will support families and recommend or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs to offer families support to address barriers that negatively impact student attendance.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Ramona Elementary is continuing to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Ramona Elementary PBIS committee will frequently analyze student discipline data to identify focus areas and provide recommendations to school staff to strengthen our school's positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office. In addition, the PBIS and Safety Team will monitor and analyze the Covid virus impact on attendance, chronic absenteeism, and suspension rate data over the last two years.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Parent Conferences	Ninety percent attended parent conferences	Increase the numbers attending parent by 5%conferences
Parent attendance for ELAC	The average attendance at each meeting was 30 parents.	Increase average attendance to 35 parents per meeting
Parent attendance for Coffee with the Principal	Average attendance for the 2020-2021 school year was 25 parents.	Increase average attendance 15 parents per meeting
Panorama Survey	Family Efficacy 64% as Measured by the Parent Panorama Survey	Increase parent Family Efficacy to 69% as measured by the Parent Well-Being Survey

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue to implement the school Parent Compact and Parent involvement Policy to strengthen home-school partnerships

Title I meetings to inform parents of:

- Back to School Night
- Parent Involvement Policy
- Parent Compact
- Program improvement status to share school goals, programs, and activities.
- Coffee with the Principal
- Parent Workshops (virtual during the pandemic).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monthly parent meetings including, but not limited to Title I, Coffee with the Principal, School Site Council (SSC), English Learners Advisory Committee (ELAC), (Parent Teacher Association (PTA), and parent workshops.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

Title III
2000-2999: Classified Personnel Salaries
Translation

500

Title III
4000-4999: Books And Supplies
Parent refreshments

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

English Language Advisory Committee (ELAC) will meet and discuss topics according to district and state guidelines.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	Title III 2000-2999: Classified Personnel Salaries Classified extra pay (ORC)
300	Title III 2000-2999: Classified Personnel Salaries Classified extra pay (babysitting)
	District Funded 2000-2999: Classified Personnel Salaries Translation

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Outreach to assess and connect student and family needs with school and community services to support student well-being and academic growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded ORC

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Counselor will provide social-emotional support to students to encourage engagement and enhance academic success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Counselor

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct Multi System of Support (MTSS), CST, Student Study Team(SST) and Individualized Education Plan (IEP) meetings to address student academic and social-emotional concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Centralized Services
SST/IEP Team comprised of School Counselor, ORC, RSP Teacher, OT, SLP, and Admin.

[Empty box for Amount(s)]

District Funded
Mixteco Translator

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will meet with staff regarding reclassification for English Language Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Parent training workshops on various areas such as, but not limited to:

- Parent Project, Loving Solutions, social skills, and discipline
- Family Literature Nights
- Latino Family Literacy
- iPad Training
- Math Nights
- STREAM nights
- Parent Book Club
- School, district and community events; i.e., VCBH, Logrando Bienestar, MICOP, Viviendo con Amor.
- My body belongs to me

Meetings will follow OSD Safety Covid Guidelines

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1637	LCFF 1000-1999: Certificated Personnel Salaries Certificated extra pay
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600	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay: babysitting
-----	---

200	LCFF 5700-5799: Transfers Of Direct Costs Refreshments
-----	--

1000

Title III

4000-4999: Books And Supplies
Study books for parent book club

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parent Communication:

- Fall and Spring Conferences will be held to share student opportunities for achievement and improvement.
- Ramona web-page, web-calendar through iPads, meal calendar, transportation, and other services
- Flyers
- Brochures
- Parent ConnectEd: Phone, text, email, social media
- Newsletter
- Homework Folders

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1536

Title I
4000-4999: Books And Supplies
Materials and Supplies

1800

LCFF
4000-4999: Books And Supplies
Materials and supplies

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

PTA will promote family engagement, facilitate communication and establish financial safeguards through various activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

PTA/PTO
Events and activities

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ready Set Go! Parent workshops to support the transition of incoming kindergarten students without Pre-K experience.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2200

Title I
1000-1999: Certificated Personnel Salaries
Certificated extra pay

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide Kindergarten Workshops and necessary support materials to parents of incoming kindergarten students.
Meet and greet parents of incoming Transitional Kindergarten/Kindergarten students.
Hold Informational meetings for Dual Language Immerssion throughout the year
Transition from elementary to middle school

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I 1000-1999: Certificated Personnel Salaries Certificated extra pay
500	Title I 2000-2999: Classified Personnel Salaries Translators
1000	Title I 4000-4999: Books And Supplies Material and supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support Transitional Kindergarten and Kindergarten students in transitioning during the first days of school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3750	Title I 1000-1999: Certificated Personnel Salaries Certificated Substitute Teachers

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Collaborate with middle schools to inform students of expectations of social-academic opportunities and to assist the transition of special needs students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Promotion Ceremony will be held to celebrate the transition from fifth to sixth grade and academic achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

300

LCFF
2000-2999: Classified Personnel Salaries
Classified extra pay (Custodian)

600

Title I
4000-4999: Books And Supplies
Materials and Supplies
(decorations)/Refreshments

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide a parent-teacher meet and greet during the day prior to the first day of school and Back to School Night.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be invited to awards assemblies for each trimester to celebrate student achievements.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500

Source(s)

LCFF

4000-4999: Books And Supplies

Materials and Supplies (medals, certificates and student incentives)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

After School program parent nights are offered to provide parents with nutrition education, hands-on tips, games, and strategies parents can employ to assist students with healthy habits and school work.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No Cost

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent engagement is a critical component for students to be successful in their education. For this reason, Ramona School provides ample opportunities for parents to engage and learn how to navigate the education system and how to support their children's education and well-being. Engagement is provided through our English language Advisory Committee (ELAC), Parent Teacher Association (PTA), School Site Council (SSC) in coordination with our Outreach Coordinator.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Throughout the 2020-2021 school year, Ramona Elementary will continue to focus on building strong parent and family engagement to support student success for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on analysis of the 2020-2021 SPSA, the parent needs assessments, and parent requests, Ramona Elementary will continue to provide communication in the form of flyers. In addition, messages sent home through our parent connect will be done in English, Spanish and Mixtec dialects. School staff will also continue to support parents in aligning structures and positive reinforcement strategies implemented during the school day to those offered within the home environment to connect academic, social, and emotional learning between the school and the home

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$91,018.00
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	\$206,874.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$55,658.00
Title III	\$35,360.00

Subtotal of additional federal funds included for this school: \$91,018.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$56,678.00
LCFF - Intervention	\$56,678.00
PTA/PTO	\$2,500.00

Subtotal of state or local funds included for this school: \$115,856.00

Total of federal, state, and/or local funds for this school: \$206,874.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	55,658.00	0.00
Title III	35,360.00	0.00
LCFF	56,678.00	0.00
LCFF - Intervention	56,678.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	56,678.00
LCFF - Intervention	56,678.00
PTA/PTO	2,500.00
Title I	55,658.00
Title III	35,360.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	16,245.00
2000-2999: Classified Personnel Salaries	LCFF	2,900.00
4000-4999: Books And Supplies	LCFF	22,343.00
5000-5999: Services And Other Operating Expenditures	LCFF	7,990.00
5700-5799: Transfers Of Direct Costs	LCFF	7,200.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	17,500.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	30,500.00
4000-4999: Books And Supplies	LCFF - Intervention	7,678.00

5700-5799: Transfers Of Direct Costs	LCFF - Intervention	1,000.00
5700-5799: Transfers Of Direct Costs	PTA/PTO	2,500.00
1000-1999: Certificated Personnel Salaries	Title I	45,630.00
2000-2999: Classified Personnel Salaries	Title I	6,892.00
4000-4999: Books And Supplies	Title I	3,136.00
1000-1999: Certificated Personnel Salaries	Title III	31,090.00
2000-2999: Classified Personnel Salaries	Title III	2,300.00
4000-4999: Books And Supplies	Title III	1,700.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	270.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	164,719.00
Goal 2	19,232.00
Goal 3	22,923.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Dr. Andres Duran, Principal	Principal
Maria Bassuk	Classroom Teacher
Antonio Sandoval	Classroom Teacher
Martha Amezcua	Classroom Teacher
Jeffrey Carranza	Other School Staff
Mario Solano	Parent or Community Member
Vanessa Velasquez	Parent or Community Member
Paola Morales	Parent or Community Member
Edith Vazquez	Parent or Community Member
Adriana Ornelas	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

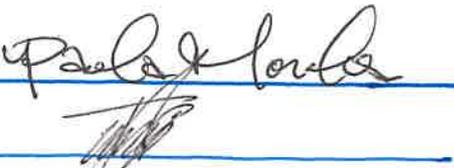
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



School Site Council

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/21/2021.

Attested:



Principal, Dr. Andres Duran on 10/21/2021



SSC Chairperson, Paola Morales on 10/21/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

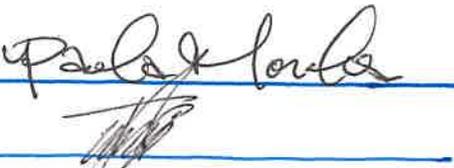
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



School Site Council

English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/21/2021.

Attested:



Principal, Dr. Andres Duran on 10/21/2021



SSC Chairperson, Paola Morales on 10/21/2021

School Year: **2021-22**



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Emilie Ritchen Elementary School	56725386110738	October 21, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Vision Statement: Emilie Ritchen is a school community of successful, life long learners.

Mission Statement: We work together to foster responsibility, respect and appreciation for one another, while maintaining high academic and behavioral expectations for all students and staff.

As described within our Vision and Mission Statements, Emilie Ritchen Elementary School is committed to providing the best educational program possible for our students. The quality of our instructional program is a reflection of our highly committed staff. We are dedicated to ensuring Ritchen School is a welcoming, stimulating environment where students are actively involved in their education, while building positive character traits focused on always choosing kindness. Through the shared vision of our staff, parents, and community, our students are challenged to reach their maximum potential. Our academic focus has centered on building strong foundations in reading,

writing, and mathematics. Throughout the 2021-22 school year, Emilie Ritchen will emphasize building rigor across all grade levels, while scaffolding instruction to strengthen students' skills on grade-level standards. Students are encouraged and supported to meet their Accelerated Reader trimester goals to build their literacy skills and reach their reading potential. Teachers will also concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Finally, teachers will continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics. We feel that this focus will allow our students to become life long learners that embody the characteristics of the OSD student profile.

Our over-arching academic goal is to raise achievement scores for all significant student subgroups. Working together within a Professional Learning Community context, teachers are engaged in ongoing, grade-level collaboration to analyze and discuss formative and summative assessment data so as to:

1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instruction practices;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills;
4. Integrate classroom technology (e.g., One-to-One devices, Promethean Boards) to enhance student engagement; and,
5. Develop and implement student support and intervention programs and services for underperforming students.

Utilizing the Response to Instruction and Intervention or Multi-Tiered Systems of Support (MTSS) Model, students are identified through the Coordination of Services Team (CST) and Student Success Team (SST) process to receive intervention. Tier I level intervention services are provided by classroom teachers during Universal Access time and English Language Development. Tier II to Tier III-Level Intervention services are provided by classroom teachers during Universal Access and English Language Development, and by our two Intervention Support Providers (ISPs) in small group settings in ELA and Math, and by our Literacy Intervention Teacher in small group settings.

Aligned to our Strand Focus centered on Science and Technology, classroom teachers will provide science lessons and labs to students utilizing Foss Curricular materials aligned to Next Generation Science Standards (NGSS). Students are also given the opportunity, based on need, to enroll and participate in the Oxnard Scholars after school program to receive additional core instruction, academic enrichment, and study skills support. Our Preschool program prepares students to enter Kindergarten with the academic and social/emotional skills necessary to ensure school success.

Here at Ritchen, we take pride in fostering a safe, positive, and professional learning environment. In order to address our students' social, emotional, and behavioral needs, students are identified through the CST and SST process to receive individual and/or small group counseling services provided by our school counselor. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Weekly Eagle assemblies and monthly

awards assemblies will be held to honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives.

In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ongoing data from both formal and informal classroom observations conducted weekly in Preschool through 5th grades throughout the school year assisted with the development of the goals, actions, and services highlighted throughout the School Plan for Student Achievement. Analysis of this classroom observational data highlighted the need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The school utilizes data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments at critical points throughout the school year to modify instruction based on Common Core State Standards in order to improve student achievement outcomes for all significant student subgroups.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Ongoing monitoring of summative and formative assessment data will also enable grade-level teams to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the classroom teacher and/or the Intervention Support Providers (ISPs) during Universal Access time or during before or after school tutoring, and small group support by our Literacy Intervention Teacher.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies

TK-5: new standards-based report cards, math strategies

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Working together within a Professional Learning Community context, teachers are part of ongoing, grade-level collaborative teams that analyze and discuss formative and summative assessment data from state and local assessments in order to: 1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards; 2. Inform effective classroom instruction practices; 3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills; 4. Better integrate classroom technology (e.g., One-to-One devices, Promethean Boards) to enhance student engagement; and, 5. Develop and implement student support and intervention programs and services for underperforming students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Through frequent, ongoing, and evidence-based collaboration, teachers are able to identify underperforming students in need of targeted intervention services. Utilizing the Multi-Tier System of Supports model, specific and aligned intervention strategies are provided to underperforming students at the Tier I, II, and III levels. Students' progress and response to these intervention strategies are closely monitored through the use of pre and post-assessment data during six week long rounds of intensive intervention. Tier I students not meeting the expected outcomes for one round of a six week intervention will then be referred to the Coordination of Services Team (CST) process and will then receive Tier II level intervention for an additional six weeks. Students not meeting the expected outcomes from Tier II level intervention will then be referred to the Success Study Team (SST) process and will then receive Tier III level intervention. Students who still do not demonstrate adequate progress after having received Tier I, II, and III level intensive intervention may be referred for Special Education assessment if it is suspected that a student has a learning disability that is interfering with the student's ability to perform at grade-level standards.

Evidence-based educational practices to raise student achievement

Classroom teachers integrate evidence-based educational practices to raise student achievement outcomes for all students. These practices may include, but are not limited to, the provision of clearly articulated learning goals based on Common Core State Standards, integrating depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards, use of scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations, the provision of immediate feedback to students, reteaching of core subject matter based on formative assessment data, facilitation of student collaboration and peer modeling strategies, and teachers' belief of every student's ability to achieve success on grade-level Common Core State Standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Ritchen Elementary provides several opportunities throughout the school year to strengthen partnerships with family, school, district, and community stakeholders to assist under-achieving students. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent training and education will be coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Fiscal resources provided by the Ritchen Elementary PTA will assist in supporting standards-based field trips if it is safe to do so, providing supplemental instructional resources for classroom teachers, and supporting monthly Eagle Dollar Store, Awards Assemblies, and the annual Accelerated Reader Carnival (if it is safe to do so) to provide academic incentives and reward students for meeting their learning goals.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Ritchen Elementary will continue to prioritize parent involvement during the 2021-22 school year. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent Teacher Association are elected on an annual or biennial basis. School or district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student success. Throughout the 2021-22 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a weekly basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Analysis of current and longitudinal student achievement data guides the development of school goals and strategies to further increase achievement outcomes for all students, while also informing the identification, selection, and implementation of categorically funded services to enable underperforming students to meet grade-level Common Core State Standards. At Ritchen Elementary, categorical funding from Title I, III, and LCFF is utilized to support student intervention and enrichment programs aligned with meeting the needs of underperforming students. Specifically, categorical funding is used to provide intensive, small group intervention before, during, and after the instructional day to students identified as not meeting grade-level standards and/or learning goals. Funding also supports standards and evidence-based teacher collaboration focused on analyzing and monitoring student achievement data to inform classroom and school-wide instructional programs and practices.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Emilie Ritchen Elementary School governance stakeholder groups were involved in the development of the School Plan for Student Achievement. School Site Council met on October 21st to analyze 2019-20 summative, 2020-21 formative and current 2021-22 formative student achievement data to align categorical funding to students' academic and social/emotional/behavioral needs. In addition, School Site Council acknowledged the input provided by school staff to support the development of the three SPSA goals and objectives focused on setting high academic standards in ELA and Math, providing social emotional support and fostering a positive and safe school climate, and increasing parent and family engagement. Similarly, the English Language Advisory Committee met on October 22 and provided recommendations to the School Site Council, particularly in the areas of parent and family engagement and building English Learners' language proficiency skills to ensure academic success. The school's Parent Teacher Association was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to cuts to 2020-21 categorical funding, Ritchen Elementary has had to eliminate one Technology Support Technician position and a Reading Specialist position which not only eliminate those two positions, but also the professional development these positions provided to school staff.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.33%	0%	%	2	0	
African American	1.8%	1.68%	1.5%	11	10	8
Asian	1.47%	1.68%	1.7%	9	10	9
Filipino	1.31%	1.51%	2.0%	8	9	11
Hispanic/Latino	87.58%	87.08%	88.1%	536	519	479
Pacific Islander	%	0%	%		0	
White	6.86%	7.05%	5.2%	42	42	28
Multiple/No Response	0.65%	1.01%	1.7%	4	6	9
Total Enrollment				612	596	544

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	107	98	77
Grade 1	105	92	74
Grade 2	121	97	97
Grade3	99	116	91
Grade 4	91	96	115
Grade 5	89	97	90
Total Enrollment	612	596	544

Conclusions based on this data:

From 2018 to 2019, there have been only two significant subgroups of students (30 or more students) at Ritchen Elementary: Hispanic/Latino and White. The percent of total of enrollment for each of these two significant subgroups has remained consistent during this time. Last year, our White population dipped down to 28 students. Based on analysis of student enrollment by grade level between 2018 and 2020, total enrollment has decreased by 68 students. Current Kinder through 5th grade enrollment for the 2021-22 school year is 491 not including Ritchen Elementary's Preschool program. This reflects a further decrease of student enrollment since the 2018-19 school year. As a result, Ritchen Elementary school staff will continue to monitor changes in student enrollment and the impact these changes have on the programs and support services provided at each grade-level.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	249	207	169	40.7%	34.7%	31.1%
Fluent English Proficient (FEP)	32	54	52	5.2%	9.1%	9.6%
Reclassified Fluent English Proficient (RFEP)	27	42	29	9.9%	16.9%	14.0%

Conclusions based on this data:

Based on analysis of English Learner enrollment at Ritchen Elementary for the 2020-21 school year, 31.1% of Ritchen Elementary's total student population were English Learners. An additional 14.0% of Ritchen Elementary total student population during the 2020-21 school year was made up of students who had been redesignated as Reclassified Fluent English Proficient students. The sum of these two student group enrollment percentages was close to half of Ritchen Elementary's total student population in the 2020-21 school year. As a result, Ritchen Elementary will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

Star Early Literacy

Emilie Ritche Elementary School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	69	15	22%	14	20%	6	9%	34	49%	619
Grade 1	48	5	10%	5	10%	3	6%	35	73%	759
Grade 2	13	6	46%	3	23%	2	15%	2	15%	713

Conclusions based on this data:

73% of our first graders in the 20-21 school year were at/above benchmark. This means that are current second graders should be able to take the STAR Reading test during the current school year and we can expect to see a lot of growth from this cohort. 49% of the kindergartners were at or above benchmark during the 20-21 school year. This means that almost half of our first graders this year should be able to take the STAR Reading test and we can expect a lot of growth form this cohort also.

School and Student Performance Data

Star Reading

Emilie Ritchen Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Reading Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	87	17	20%	12	14%	10	11%	48	55%	3	298
Grade 3	80	18	23%	11	14%	19	24%	32	40%	2.8	360
Grade 4	104	19	18%	24	23%	21	20%	40	38%	2.8	460
Grade 5	85	17	20%	20	24%	13	15%	35	41%	2.8	570

Conclusions based on this data:

66% of second graders, 64% of third graders, 58% of fourth graders and 56% of our 5th graders were on watch or at/above benchmark during the 20-21 school year. This tells us that our current third, fourth and fifth graders should show a lot of growth this school year. This data also helps us identify the students that are in need of urgent intervention that will receive tier 1 intervention during UA time.

School and Student Performance Data

Star Math

Emilie Ritchen Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	72	5	7%	9	13%	12	17%	46	64%	3.4	402
Grade 2	87	22	25%	21	24%	15	17%	29	33%	2.6	451
Grade 3	80	19	24%	17	21%	9	11%	35	44%	2.7	530
Grade 4	104	23	22%	15	14%	19	18%	47	45%	2.9	609
Grade 5	83	16	19%	12	14%	12	14%	43	52%	3	684

Conclusions based on this data:

87% of our first graders, 50% of our second graders, 55% of third graders and 63% of fourth graders were on watch or at/above benchmark during the 20-21 school year. This tell us that our current second through fifth grade students should show a lot of growth this school year. This data also helps us identify the students that are in need of urgent intervention that will receive tier 1 intervention during UA time.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2018-19 CAASPP Data (All Students): 29.96% Met/Exceeded 25.99% Nearly Met 44.04% Not Met	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met/Exceeded on the SBAC in ELA.
CAASPP Math	2018-19 CAASPP Data (All Students): 24.91% Met/Exceeded 32.85% Nearly Met 42.24% Not Met	Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 3-5% of students will move from Nearly Met to Met/Exceeded on the SBAC in Math.
ELPAC	Based on 2019 ELPAC data: 12.68% of all students scored at Level 1 (Beginning Stage) 30.99% of students scored at Level 2 (Somewhat Developed) 40.85% of students scored at Level 3 (Moderately Developed) 15.49% of students scored at Level 4 (Well Developed).	Decrease percentages of students scoring at Level 1 and Level 2 to 7.68% and 25.99% respectively.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Early Literacy 2021-22 Baseline Data (Fall, 2021)	<p>Kindergarten Fall 2021 Baseline Data: 26.2% At/Above Benchmark 7.1% On Watch 33.3% Intervention 33.3% Urgent Intervention</p> <p>1st Grade Fall 2021 Baseline Data: 31.8% At/Above Benchmark 18.2% On watch 21.2% Intervention 28.8% Urgent intervention</p>	<p>Students will demonstrate growth by moving one or two levels across the different bands in the STAR 360 Early Literacy by and 3-5%. The following percentages are the expected outcomes:</p> <p>Kindergarten 2021-22 Expected Outcomes: 28.2% (Winter); 31.2% (Spring) At/Above Benchmark 9.1% (Winter); 12.1% (Spring) On watch 31.3% (Winter); 28.3% (Spring) Intervention 31.3% (Winter); 28.3% (Spring) Urgent intervention</p> <p>1st Grade 2021-22 Expected Outcomes: 33.8% (Winter); 36.8% (Spring) At/Above Benchmark 20.2% (Winter); 23.2% (Spring) On watch 19.2% (Winter); 16.2% (Spring) Intervention 26.8% (Winter); 23.8% (Spring) Urgent intervention</p>
STAR 360 Reading 2021-22 Baseline Data (Fall, 2021)	<p>2nd Grade Fall 2021 Baseline Data: 28.2% At/Above Benchmark 18.3% On watch 21.1% Intervention 32.4% Urgent intervention</p> <p>3rd Grade Fall 2021 Baseline Data: 31.5% At/Above Benchmark 28.1% On watch 10.1% Intervention 30.3% Urgent intervention</p> <p>4th Grade Fall 2021 Baseline Data: 28.7% At/Above Benchmark 23.8% On watch</p>	<p>Students will demonstrate growth by moving one or two levels across the different bands in the STAR 360 Reading by and 3-5%. The following percentages are the expected outcomes:</p> <p>2nd Grade 2021-22 Expected Outcomes: 30.2% (Winter); 33.2% (Spring) At/Above Benchmark 20.3% (Winter); 23.3% (Spring) On watch 19.1% (Winter); 16.1% (Spring) Intervention 30.4% (Winter); 27.4% (Spring) Urgent intervention</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>20% Intervention 27.5% Urgent intervention</p> <p>5th Grade Fall 2021 Baseline Data: 32.7% At/Above Benchmark 22.4% On watch 22.4% Intervention 22.4% Urgent intervention</p>	<p>3rd Grade 2021-22 Expected Outcomes: 33.5% (Winter); 36.5% (Spring) At/Above Benchmark 30.1% (Winter); 33.1% (Spring) On watch 8.1% (Winter); 5.1% (Spring) Intervention 28.3% (Winter); 25.3% (Spring) Urgent intervention</p> <p>4th Grade 2021-22 Expected Outcomes: 30.7% (Winter); 33.7% (Spring) At/Above Benchmark 25.8% (Winter); 28.8% (Spring) On watch 18% (Winter); 15% (Spring) Intervention 25.5% (Winter); 22.5% (Spring) Urgent intervention</p> <p>5th Grade 2020-21 Expected Outcomes: 34.7% (Winter); 37.7% (Spring) At/Above Benchmark 24.4% (Winter); 27.4% (Spring) On watch 20.4% (Winter); 17.4% (Spring) Intervention 20.4% (Winter); 17.4% (Spring) Urgent intervention</p>
<p>STAR 360 Math 2021-22 Baseline Data (Fall, 2021)</p>	<p>1st Grade Fall 2021 Baseline Data: 65.1% At/Above Benchmark 7.9% On watch 17.5% Intervention 9.5% Urgent intervention</p> <p>2nd Grade Fall 2021 Baseline Data: 33.8% At/Above Benchmark 22.5% On watch 22.5% Intervention 21.1% Urgent intervention</p>	<p>Students will demonstrate growth by moving one or two levels across the different bands in the STAR 360 Math by and 3-5%. The following percentages are the expected outcomes:</p> <p>1st Grade 2021-22 Expected Outcomes: 67.1% (Winter); 70.1% (Spring) At/Above Benchmark 9.9% (Winter); 12.9% (Spring) On watch</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3rd Grade Fall 2021 Baseline Data: 35.6% At/Above Benchmark 24.1% On watch 16.1% Intervention 24.1% Urgent intervention</p> <p>4th Grade Fall 2021 Baseline Data: 37% At/Above Benchmark 14.8% On watch 29.6% Intervention 18.5% Urgent intervention</p> <p>5th Grade Fall 2021 Baseline Data: 43.2% At/Above Benchmark 16.8% On watch 13.7% Intervention 26.3% Urgent intervention</p>	<p>15.5% (Winter); 12.5% (Spring) Intervention 7.5% (Winter); 4.5% (Spring) Urgent intervention</p> <p>2nd Grade 2021-22 Expected Outcomes: 35.8% (Winter); 38.8% (Spring) At/Above Benchmark 24.5% (Winter); 27.5% (Spring) On watch 20.5% (Winter); 17.5% (Spring) Intervention 19.1% (Winter); 16.1% (Spring) Urgent intervention</p> <p>3rd Grade 2021-22 Expected Outcomes: 37.6% (Winter); 40.6% (Spring) At/Above Benchmark 26.1% (Winter); 29.1% (Spring) On watch 14.1% (Winter); 11.1% (Spring) Intervention 22.1% (Winter); 19.1% (Spring) Urgent intervention</p> <p>4th Grade 2021-22 Expected Outcomes: 39% (Winter); 42% (Spring) At/Above Benchmark 16.8% (Winter); 19.8% (Spring) On watch 27.6% (Winter); 24.6% (Spring) Intervention 16.5% (Winter); 13.5% (Spring) Urgent intervention</p> <p>5th Grade 2021-22 Expected Outcomes: 45.2% (Winter); 48.2% (Spring) At/Above Benchmark 18.8% (Winter); 21.8% (Spring) On watch 11.7% (Winter); 8.7% (Spring) Intervention 24.3% (Winter); 21.3% (Spring) Urgent intervention</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will meet in grade level teams to collaborate and discuss ongoing assessment data and student needs on an ongoing basis in order to identify and implement instructional best practices in all core subjects and English Language Development, while designing evidence-based support services to address students' academic needs. Teachers will analyze data from multiple sources including Renaissance STAR reports, ST Math and Lexia to determine which students are in need of intervention, extension and advancement towards attaining schoolwide goals.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

18,940

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours for Data Analysis and
Collaboration meetings

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Staff will be provided with Canvas support, materials, supplies, and professional development to support full implementation of district-wide curriculum, enhance classroom instruction and technology, and reward students with academic incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

23,887

Source(s)

LCFF

	4000-4999: Books And Supplies Warehouse charges, Publication Charges, Materials and Supplies, Computer Supplies and Software, and Equipment
10,167	LCFF 4000-4999: Books And Supplies Computer Equipment, Books, Materials, and Supplies
10,225	Title III 4000-4999: Books And Supplies Books, Materials and Supplies
1,088	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours
7,193	Title I 4000-4999: Books And Supplies Books, Materials and Supplies

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student achievement and identify students who are in need of targeted intervention and support to address academic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11,000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Floating Certificated Subs for Teacher Release
to attend SST meetings

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide English Learners daily designated and integrated English Language Development instruction using effective instructional strategies (e.g., SIOB) and district adopted curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Designated and Integrated ELD Professional
Development

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program will be offered to students in grades 1-5 and will provide enrichment for students through opportunities for collaborative learning and hands-on academic activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES
None Specified
ASES Grant

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide additional targeted assistance to Kindergarten to support small group classroom instruction during English Language Arts and Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,778	Title I 2000-2999: Classified Personnel Salaries Classified Salaries: Instructional Assistants
653	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants Substitutes and Extra Help

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue maintenance agreement for duplo machine and copy machines to make copies to support implementation of district adopted curriculum for all core subjects and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,700	LCFF 5000-5999: Services And Other Operating Expenditures Duplo Machine supplies and Copy Machines maintenance agreements

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

CAASPP Interim Assessment Blocks, curriculum-based unit assessments, and other formative assessments (STAR 360, ELA, Math, ELD) will be utilized to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year, in addition to the annual summative SBAC and ELPAC assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

--

District Funded 5800: Professional/Consulting Services And Operating Expenditures District-wide Renaissance licensing, CAASPP Participation, and Curriculum Assessment costs
--

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the Accelerated Reader Program and MyON programs school-wide, while providing students access to books leveled by AR reading levels within the school library to support students' literacy skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

--

District Funded 5800: Professional/Consulting Services And Operating Expenditures District-wide Renaissance contract
--

--

District Funded 2000-2999: Classified Personnel Salaries Library Tech Salary
--

3,800

LCFF 4000-4999: Books And Supplies AR Rewards and Incentives
--

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Monitor students with special needs' progress on annual goals and objectives in ELA, Math, ELD, Language/Communication, Motor Skills Development, and/or Social/Emotional, determine free and appropriate public education, and make evidence-based decisions on students' least restrictive environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

9,761

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Substitute teachers to release General Education and Special Education classroom teachers to hold annual and triennial IEP meetings

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Implement the District Master Plan for English Learners. BrainPop ELL will be utilized as a virtual tool for ELD and for asynchronous instruction / intervention.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

795

Source(s)

Title III

5000-5999: Services And Other Operating Expenditures
Brain Pop ELL

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, and ELD; reinforce students' literacy skills; and enhance students' involvement in the Science and Technology Strand Focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

5,000

Source(s)

Title I
5800: Professional/Consulting Services And Operating Expenditures
BrainPop and BrainPop Jr. site license

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE

Strategy/Activity

Implement a robotics program for GATE and Academic Enrichment to support school-wide Strand Focus on Science and Technology.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

650

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Robotics Competition Registration Fees

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model through the CST and SST process in order to provide Tier I, II, and III-level interventions to underperforming students in ELA and Math during Core Instruction, Universal Access, ELD, before/after school tutoring, and small group intervention from our Literacy Intervention Teacher (LIT).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries District Funded LIT
6,000	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring
8,655	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Professional Development
2,500	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help / Tutoring
29,251	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP for added ELA intervention
489	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Substitute

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

A Teacher Liaison will be designated to coordinate communication with the After School Program and help the program support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours for Teacher Liaison

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2021-22 school year, Emilie Ritche will emphasize building rigor across all grade levels, while scaffolding instruction to strengthen students' skills on grade-level standards. Students are encouraged and supported to meet their Accelerated Reader trimester goals to build their literacy skills and reach their reading potential. Teachers will also concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Finally, teachers will continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics.

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative (Star 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments to monitor student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Ongoing monitoring of summative and formative assessment data will also enable grade-level teams to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the classroom teacher and/or the Intervention Support Providers (ISPs) during Asynchronous/Universal Access time or during before or after school tutoring.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Ritche Elementary will continue to focus on building strong academic foundations for all students while tightening and being more purposeful and systemic with evidence-based teacher collaboration and instructional strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2020-21 SPSA and school achievement outcomes resulted in the need for improved, systemic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Data	Ritchen Elementary's Average Daily Attendance Rate for the start of the 2021-22 school year was 95.0%.	Maintain or exceed the targeted 95.0% attendance rate throughout the 2020-21 school year
Student Suspension Data	A total of 11 students were suspended during the 2019-20 school year (suspension rate = 1.87%).	Decrease total number of students suspended during the 2021-22 school year to 3 (suspension rate = .5%)
Attendance - Chronic Absenteeism Rate	<p>14.09% of all students (N=589) during the 2019-20 school year were chronically absent.</p> <p>15.45% of EL (N=330) during the 2019-20 school year were chronically absent.</p> <p>13.93% of SED (N=488) during the 2019-20 school year were chronically absent.</p> <p>21.30% of SPED students (N=108) during the 2019-20 school year were chronically absent.</p>	<p>Reduce Chronic Absenteeism rate for all students for the 2021-22 school year to 9.09%.</p> <p>Reduce the Chronic Absenteeism rate for EL students for the 2021-22 school year to 10.45%.</p> <p>Reduce the Chronic Absenteeism rate for SED students for the 2021-22 school year to 8.93%.</p> <p>Reduce the Chronic Absenteeism rate for SPED</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		students for the 2021-22 school year to 16.30%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Attendance rates will be monitored and MiniSARB meetings will be held for those students with excessive tardies or absences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Outreach Coordinator Salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Pre-K to Kinder / 5th grade to 6th grade Transitions

Strategy/Activity

Ritchen staff will coordinate on-site transition meetings for incoming Kindergarten classes to ensure a successful transition. Parents will be invited to attend an orientation with an open Q/A and will be provided with information about the expected outcomes / goals for kindergarten students.

Middle school staff will be invited to hold presentations for our fifth grade students to introduce them to middle school and make them aware of their programs and expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional costs.

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
PBIS Foundations Training

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue Campus Supervision to ensure safety of all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries

	Salaries to support 5 Campus Supervisors for student supervision throughout the campus during the instructional day.
196	LCFF 2000-2999: Classified Personnel Salaries Campus Supervisor Extra Help

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,176	LCFF 2000-2999: Classified Personnel Salaries Clerical and Custodial Extra Help and Overtime
2,613	LCFF 2000-2999: Classified Personnel Salaries Clerical Substitutes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Recognize and reward students for positive behavior and positive student attendance weekly along with academic and kindness awards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
-----------	-----------

2,000

LCFF
4000-4999: Books And Supplies
Incentives and Rewards for Positive Behavior
and Attendance

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Students underperforming on grade-level Common Core State Standards and Students demonstrating social/emotional challenges.

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2,227

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Floating Certificated Subs for Teacher Release
to attend SST meetings.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lock down drills, including one annual evacuation drill.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The PBIS Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students including Special Education

Strategy/Activity

Ensure confidentiality of documents and information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

350

LCFF
5800: Professional/Consulting Services And Operating Expenditures
Contract for shredding services- Shred-It (Cintas).

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Purchase and monitor inventory of recess and PE equipment to provide playground activities for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF
4000-4999: Books And Supplies
Playground/PE equipment expenses

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

LCFF
4000-4999: Books And Supplies
Purchase equipment necessary such as cones, bull horns, safety vests, etc.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide research-based individual and small group counselling services to students in need of social/emotional support. Provide Social - Emotional learning lessons in the classrooms to address areas of need as identified by our data from the Panorama surveys.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor Salary

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Ritchen Elementary will continue to build on its success to address students' and family's challenges to attend school daily. School staff, including the Outreach Coordinator, School

Counselor, Attendance Tech, and Principal, will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and develop and implement appropriate and meaningful supports, services, and incentives to increase students' positive attendance. School staff will provide support to families and will recommend and/or refer students or parents to Ventura County-based social services, counseling, or other community-based services or programs with the intention of offering families support to address barriers which negatively impact student attendance.

In order to address our students' social, emotional, and behavioral needs, students are identified through the CST and SST process to receive individual and/or small group counseling services provided by our school counselor. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support model concentrating on STOIC (Structure, Teach expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Weekly Eagle Assemblies and monthly Awards Assemblies honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Ritchen Elementary will continue to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2019-20 SPSA, chronic absenteeism and suspension rate data, the Ritchen Elementary PBIS committee will analyze student discipline data more frequently to identify areas of focus and provide recommendations to school staff in order to strengthen our school's positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.
 To facilitate parent involvement in the educational and social-emotional well-being of their children.
 To hold parent informational meetings to address any areas of need that parents and students may be experiencing.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent attendance at Back to School Night	85% of parents attended Back to School Night in the 2019-20 school year.	Increase the percentage of parents attending Back to School Night in the 2021-22 school year to 87%. This goal was not met as our attendance was down to 65%. We believe this was due to the fact that B2N was held virtually. Most of our teachers also held parent information sessions prior to B2N.
PTA Membership	The total number of PTA Memberships during the 2019-20 school year was 95.	Increase the total number of PTA Memberships during the 2021-22 school year to 100.
Parent attendance at ELAC meetings	The average number of parents attending ELAC meetings during the 2019-20 school year was 5.	Increase the average number of parents attending ELAC meetings during the 2021-22 school year to 8.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue providing essential programs and support services (e.g., parent training and education) to identified students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
192	LCFF 2000-2999: Classified Personnel Salaries Babysitting costs
262	LCFF 2000-2999: Classified Personnel Salaries Verbal Translation Costs
400	Title III 2000-2999: Classified Personnel Salaries Verbal Translation Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Schedule Parent-Teacher Conferences to improve home-school partnerships aimed at improving students' educational success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

262

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Verbal Translation - Extra Help

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, and improve parent involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

250

Source(s)

LCFF
5700-5799: Transfers Of Direct Costs
Transportation: ELAC Parent College Field Trip

200

LCFF
2000-2999: Classified Personnel Salaries
Babysitting costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage and provide direct support to parents to complete school volunteer clearance process so that parents can engage in meaningful and productive opportunities to participate in their children's classrooms to support their academic and social-emotional growth.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in the After School Program

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours

District Funded
4000-4999: Books And Supplies
Supplies and Refreshments

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parent and family engagement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent training and education will be coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Fiscal resources provided by the Ritchen Elementary PTA will assist in supporting standards-based field trips (if safe to do so), providing supplemental instructional resources for classroom teachers, and supporting monthly Eagle Dollar Store, Awards Assemblies, and the annual Accelerated Reader Carnival (if safe to do so) to provide academic incentives and reward students for meeting their learning goals. Teachers are recognizing students that are demonstrating academic excellence and or choosing acts of kindness. These students are being honored with awards and incentives by the Principal and the Counselor.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

No major differences were identified. Throughout the 2021-22 school year, Ritchen Elementary will continue to focus on building strong parent and family engagement to support student success for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on analysis of the 2019-2020 SPSA and school outcomes, one area in which Ritche Elementary staff will focus on is providing parents more opportunities to engage in parenting support programs to promote positive student well-being outside of school. School staff will also continue to support parents in aligning structures and positive reinforcement strategies implemented during the school day to those offered within the home environment in order to connect academic, social and emotional learning between the school and the home.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$61,831.00
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	\$174,410.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$47,911.00
Title III	\$13,920.00

Subtotal of additional federal funds included for this school: \$61,831.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$80,612.00
LCFF - Intervention	\$31,967.00

Subtotal of state or local funds included for this school: \$112,579.00

Total of federal, state, and/or local funds for this school: \$174,410.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	47,911	0.00
Title III	13,920	0.00
LCFF	80,612	0.00
LCFF - Intervention	31,967	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	80,612.00
LCFF - Intervention	31,967.00
Title I	47,911.00
Title III	13,920.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	30,504.00
2000-2999: Classified Personnel Salaries	LCFF	5,554.00
4000-4999: Books And Supplies	LCFF	40,604.00
5000-5999: Services And Other Operating Expenditures	LCFF	2,700.00
5700-5799: Transfers Of Direct Costs	LCFF	250.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	31,967.00
1000-1999: Certificated Personnel Salaries	Title I	24,940.00
2000-2999: Classified Personnel Salaries	Title I	10,778.00

4000-4999: Books And Supplies	Title I	7,193.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	5,000.00
1000-1999: Certificated Personnel Salaries	Title III	2,500.00
2000-2999: Classified Personnel Salaries	Title III	400.00
4000-4999: Books And Supplies	Title III	10,225.00
5000-5999: Services And Other Operating Expenditures	Title III	795.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	163,532.00
Goal 2	9,312.00
Goal 3	1,566.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Nauman Zaidi	Principal
Alejo Perez	Classroom Teacher
Manuel Hernandez	Classroom Teacher
Traci McMurray	Classroom Teacher
Perla Macias	Other School Staff
Silvia Torres	Parent or Community Member
Marina Wyatt	Parent or Community Member
Ashley Juarez	Parent or Community Member
Sylvia Nunez	Parent or Community Member
Cynthia Estrada	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

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The board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Clear

School Site Council

Man Wyatt

Clear

English Learner Advisory Committee

Silvia Torres V.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Clear

Principal, on

Nauman Zaidi

Clear

SSC Chairperson, on

Man Wyatt

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

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The board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

Clear

School Site Council

Maan Wyatt

Clear

English Learner Advisory Committee

Silvia Torres V.

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on .

Attested:

Clear

Principal, on

Nauman Zaidi

Clear

SSC Chairperson, on

Maan Wyatt



Rose Avenue School

The School Of Science and Wellness



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Rose Avenue Elementary-The School of Science and Wellness	56725386055370	October 21, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Rose Avenue Elementary School, The School of Science and Wellness, will strive to meet the Every Student Succeeds Act (ESSA) by implementing the three goals of the Oxnard School District's Local Control and Accountability Plan (LCAP).

Goal 1- All students will reach high academic standards in reading and mathematics.

Goal 2- The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug free and conducive to learning.

Goal 3 -Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

The Vision of Rose Avenue Elementary School is to prepare students to become outstanding and productive citizens of society. The Mission of Rose Avenue Elementary School is for the school community to internalize that we all contribute to the success of our students as we believe in a "our

students, not my students" mentality, engage in effective "collaboration not isolation" methods, and prioritize the time to "recognize and celebrate the good". Through the participation of students, staff, parents, and school families towards our shared Vision and Mission statements, our students will be challenged to reach their maximum potential.

As described in our Vision and Mission Statements, Rose Avenue Elementary School is committed to providing a Common Core standards-based, educational program that meets both the academic and social-emotional needs for all students, including all significant student subgroups (English Learners, Hispanic/Latino, Students with Disabilities, and Socioeconomically Disadvantaged). Throughout the 2021-2022 school year, Rose Avenue Elementary School will emphasize building rigor across the grade levels in all content areas, increasing student engagement with access to academic language across the disciplines, and continuing to integrate Mathematical Mindset strategies. As we continue with one of our focuses as a "school of science", teachers will continue to integrate scientific practices, activities and experiments as we continue with the implementation of the Next Generation Science Standards (NGSS) and with the use of our Mystery Science Kits.

Our dedicated teachers will focus on data driven instruction, will scaffold instruction to strengthen students skills' on grade-level standards, and will assess students on a regular basis using Star 360 to monitor student growth in the core areas of Reading and Math. Our work at Rose Avenue will also be driven and modified as needed as we strive to meet the seven components of the OSD Student Profile.

1. Students will be able to learn through and with others as they become creative writers, successful readers and mathematical thinkers.
2. Students will be technologically, artistically, academically, and linguistically prepared to succeed and to lead.
3. Students will be prepared for the future and challenged to select rigorous courses. Students will also be equipped with the tools, knowledge, and skills to be high school, college, and career ready.
4. Students will be compassionate, multilingual, multicultural, and global thinkers as they are able to understand and to convey pride in their identity, heritage, and history.
5. Students will be prepared to succeed in local and state measures in all academic areas.
6. Students will be confident, solution oriented, and demonstrate a growth mindset as they advocate for themselves and for others.
7. Students will create, communicate, collaborate, design, and apply new knowledge in a variety of contexts.

The Teachers and Support Staff will work in Professional Learning Communities (PLCs) to analyze data, share best practices, reflect on classroom and school practices in meeting the expectations of the OSD Student Profile, and to plan first instruction with necessary interventions. Teachers will continue to capitalize on technology via the use of students' 1:1 devices and will continue to utilize the district's adopted Learning Management System, Canvas, in order to enhance instruction, provide resources to students and to communicate with school families. Students will continue to use district provided applications via their iPads which include Lexia Core 5, ST Math, MyOn and Accelerated Reader (AR) to support their academics.

Our school will also continue to utilize the Multi-Tiered Systems of Support (MTSS) by monitoring student performance with the implementation of Tier 1 Level of instruction with needed interventions for all students. Students who are not meeting grade level expectations will be identified through the Coordination of Services Team (CST) and/or Student Success Team (SST) processes in order to establish Tier 2 and/or Tier 3 Levels of intervention and extra supports. These Tier 2 and Tier 3 Levels of Intervention will be provided by classroom teachers during small group instruction, English Language Development, after school tutoring, instruction by our site's Literacy Intervention Teacher,

and by our school's Intervention Services Provider (ISP), who will also support students' academic skills in small group settings.

Rose Avenue Elementary School takes pride in our Positive Behavior Intervention Supports (PBIS) achievements which include the 2017 PBIS Bronze Award, 2018 PBIS Silver Award, and 2019 PBIS Platinum Award. We plan to continue our implementation of schoolwide CHAMPS and STOIC protocols in order to provide the school community with a positive, safe and productive learning environment. Rose Avenue's PBIS Team will meet on a monthly basis to analyze student discipline data, identify areas of focus, and provide recommendations to staff in order to strengthen our school's positive learning environment. Our students' social, emotional and behavioral needs will also be met through the MTSS/CST/SST processes as we identify students in need of individual and/or small group counseling services, which will be provided by our School Counselor. As we continue with our school focus as a "school of wellness", Rose Avenue School will provide many opportunities for social-emotional wellness with positive schoolwide activities that will enhance students' and staff connections to our learning environment such as afterschool clubs, school spirit weeks, Restorative Justice practices, Friday messages by our Student Council Leaders, school assemblies, Growth Mindset practices, Kindness Week, a Schoolwide Health Fair, Mental Health Awareness, and Anti-Bullying Awareness.

Rose Avenue parents and community members are integral in supporting their child to reach their fullest potential. Our English Learner Advisory Committee (ELAC), School Site Council (SSC), and Parent Teacher Association (PTA) will continue to meet on a regular basis (in a virtual setting until guidance changes from the Ventura County Health Department). We will continue to maintain constant communication with all school stakeholders through Canvas, our School Website, Zoom, Peachjar flyers, Mass Communication/Messages via Blackboard, and Social Media (Facebook, Twitter and our new Instagram Account). Our School Principal, Outreach Coordinator and School Counselor will encourage parents to become active participants in their children's schooling through facilitating a variety of engaging and meaningful workshops based on parent and family needs. Once our school receives clearance for volunteers on campus, parents will be invited to volunteer in classrooms and will be provided with multiple opportunities to participate in the school's educational program.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The School Principal will conduct both formal and informal classroom observations in Transitional Kindergarten through Fifth Grade throughout the school year. These visits will be followed by immediate feedback via a follow-up email by the administrator which will include evidence of our schoolwide focus of academic conversations to increase student engagement, Common Core State Standards (CCSS), Student Plan for Student Achievement (SPSA) Goals and Services, Mathematical Mindset Strategies, Multi-Tiered System of Supports (Tier 1, 2, and 3 instructional supports), CHAMPS and other social-emotional strategies. These regular classroom observations will support Rose Avenue Elementary School in identifying the needs of particular Professional Development opportunities and as discussion points for the planning of instructional practices during Professional Learning Communities (PLCs).

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Due to the COVID-19 Pandemic, the Oxnard School District made the decision to suspend the California Assessment of Student Performance and Progress (CAASPP) for the 2020-2021 School Year and decided that our district would continue with alternative assessments via the STAR 360 Early Literacy Assessments (Kindergarten-1st Grade), Reading (2nd-8th grade), and Math (1st-8th grade) assessments in order to monitor student progress districtwide.

As we begin the 2021-2022 school year, our school will utilize data from formative assessments including STAR 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks (IABs), Writing Assessments, ELD assessments, and curriculum embedded assessments (My Math, Wonders/SEI and Reading Horizons/SPED). Our school also plans to have students participate in summative assessments this academic year, which will include the CAASPP and English Language Proficiency Assessments (ELPAC).

The School Principal and Teachers will meet through Student Monitoring Conferences to review academic and social-emotional data, discuss student performance, identify students who are not demonstrating expected academic growth, and to identify key standards that need to be addressed during direct instruction and small group intervention.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Within a Professional Learning Community (PLC), staff will collaborate frequently (at least two Tuesdays a month) to analyze data from formative assessments to identify learning targets via the Common Core State Standards, modify instructional practices to impact student learning, plan for differentiation and construct a school-wide plan that aligns our resources to provide interventions and enrichment opportunities for our students.

Ongoing student monitoring of formative assessments, will allow classroom teachers and support staff to make referrals to the Coordination of Services (CST) and Student Success Team (SST) as needed for students who are not making adequate academic progress and who are in need of intense Tier 2 and Tier 3 Levels of support via the MTSS Process. These Tier 2 and Tier 3 supports will be provided by differentiated groups with the classroom teacher and/or small groups with our Literacy Intervention Teacher or Intervention Services Provider (ISP) during the instructional day or during after school tutoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Working together within a Professional Learning Community setting, teachers will collaborate every other Tuesday for ongoing grade-level (Transitional Kindergarten-Fifth Grade) and department (SPED) teams to:

1. Identify learning objectives and plan for instruction from State-Approved, Board-Adopted curriculum that are aligned to the Common Core State Standards (CCSS)
2. Share best teaching practices for first instruction (Tier 1)
3. Team daily for Designated English Language Development by the ELPAC's proficiency levels (Emerging, Expanding, Bridging) and to collaborate for Integrated English Language Development through all content areas to increase proficiency in the four language domains (listening, speaking, reading, and writing)
4. Collaborate to modify and enhance instructional practices to address Tier 1, Tier 2 and Tier 3 instructional and social-emotional needs

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers use the Multi-Tiered Systems of Support (MTSS) Model to support our underperforming students in meeting the grade level standards. This MTSS Model includes three tiers of interventions (Tier 1, Tier 2, and Tier 3). Classroom teachers provide Tier 1 with first-instruction inclusive of intervention supports. Through student monitoring during Professional Learning Communities (PLCs) and individual teacher planning, students that are not making significant progress through Tier 1 supports will be referred to the Coordinated Services Team (CST) for six weeks of interventions, which can include the Literacy Intervention Teacher, Intervention Service Provider (ISP) or Classroom Teacher. Students who are not meeting expectations from Tier 2 interventions, are then referred to the Student Success Team (SST) for Tier 3 intervention. Students who do not demonstrate adequate progress at Tiers 1, 2, and 3 may be referred for a Special Education Evaluation. This process can involve school specialists such as the School Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist, and/or Nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of first instruction to raise student achievement. These practices may include, but are not limited to, establishing clear learning goals based on the Common Core Standards (CCSS), providing ample opportunities for the use of Academic Conversations to increase student engagement, use of scaffolding to activate students' prior knowledge, frequent checks for understanding, providing corrective feedback, creating access to rigor across the content areas, and reteaching core standards and subject matter based upon formative assessments.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Rose Avenue Elementary School provides several opportunities throughout the school year to strengthen our partnerships with family, district, and community stakeholders to assist underachieving students. As we follow directives from the Ventura County Health Department, we look forward to the time we can welcome back parents to volunteer in the classroom and at school activities. To provide safety to our school community members, we will continue to conduct virtual meetings, workshops, and conferences via Zoom.

We encourage all school families to be a part of our site-based parent groups such as School Site Council (SSC), Parent Teacher Association (PTA) and the English Learner Advisory Committee (ELAC). The School Principal will invite school families to attend Title 1 Meetings and "Coffee with the School Principal" on a bi-monthly basis. Our Outreach Specialist and School Counselor plan to host Parent/Family Workshops based on the needs of our school families which may include Canvas, attendance, parent advocacy, school apps (Lexia, ST Math, MyOn, Renaissance), Growth Mindset, and presentations from outside Community Agencies. Based on teacher availability, teachers will provide Parent/Family Nights on Literacy, Math, Science, Health and Wellness. Throughout the year, parents will be invited to Parent-Teacher Conferences to discuss student progress towards the Common Core State Standards and to collaborate with their student's teacher to identify strategies to improve student achievement. Parents of students who have been identified as significantly below grade level, will be invited to Student Success Team (SST) and Individualized Education Plan (IEP) meetings, as well as, other meetings to review student's progress towards meeting the expected goals.

The Parent Teacher Association (PTA) will continue to provide funding to support standards-based field trips, school assemblies, student incentives, and extracurricular activities.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Rose Avenue Elementary School will continue to prioritize parent and family engagement for the 2021-2022 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in the guidance, implementation, and evaluation of ConApp (Title I and Title III) programs. Parent representatives on the School Site Council (SSC), English Learner Advisory Committee (ELAC) and Parent Teacher Association (PTA) are elected by other parents on an annual or biennial basis. Parent governance teams, including teachers and other school personnel, provide input for the development of goals and fiscal decisions necessary to meet those goals within the School Plan for Student Achievement (SPSA). SSC and ELAC will meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The School Principal will meet with classroom teachers and other school personnel during monthly Leadership and PBIS meetings, staff and PLC meetings (every Tuesday), and during Student Monitoring Conferences (each trimester) to analyze data and monitor student achievement data in order to improve instruction.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds are used to support student intervention and enrichment programs that are aligned to enable underperforming students to meet standards. The student interventions will include differentiated, small group instruction by certificated staff (classroom teacher, Literacy Intervention Teacher, and/or Intervention Services Provider) and after school tutoring. The enrichment opportunities will include standards-based field trips and student assemblies. Teachers and support staff will also be able to attend Professional Development opportunities to meet students' academic and social emotional needs. These categorical funds will provide substitutes for teachers and Special Education case managers to attend student monitoring conferences, engage in collegial coaching, and to participate in IEPs or SSTs during the school day. These funding resources will also allow Rose Avenue Elementary School to continue our PBIS endeavors with CHAMPS protocols, incentives, and materials throughout our school campus (classrooms, hallways, playground, parking lot, restrooms, cafeteria, library, office).

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Rose Avenue Elementary School's teachers, staff and governance stakeholder groups were involved in the development of this School Plan for Student Achievement (SPSA). The School Leadership Team met on August 30, 2021 and on September 20, 2021 to address and discuss the three SPSA goals. Our grade level teams met as Professional Learning Communities (PLCs) on September 14, 2021 and September 28, 2021 to analyze baseline data (Fall STAR 360 Early Literacy, Reading, and Math) to develop expected academic goals for the 2021-2022 school year via the STAR 360 assessments and to discuss supports or resources needed to meet these academic outcomes. The School Principal shared the SPSA with all teachers and support staff on SIP Day, October 11, 2021, to discuss the SPSA goals, share grade-level outcomes/goals, and to review the strategies/activities for our site's proposed expenditures.

School Site Council met on September 23, 2021 to review the main components of the SPSA Plan, understand the three SPSA goals, provide input to our site's SPSA, and to be informed on our site's 2021-2022 budget allocations. The School Principal met with School Site Council again on October 21, 2021 to share Fall STAR 360 data (Fall STAR 360 Early Literacy, Reading, and Math) and to share a completed draft of the SPSA for approval. The English Learner Advisory Committee met on October 8, 2021 to review the SPSA, with an emphasis on strategies to support English Learners as they strive to enhance their English language proficiency levels to achieve reclassification and activities to enhance parent engagement. The Parent Teacher Association (PTA) was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to the COVID-19 Pandemic, all Oxnard School District students were not able to take the CAASPP in the spring of the 2020-2021 school year, which resulted in a lack of summative test results. Nevertheless, classroom teachers still provided students with access to formative assessments, including the Star assessments (Early Literacy, Reading, Math), which informed instruction and provided data to plan for intervention via small groups during Distance Learning.

The Oxnard School District continues to experience a shortage of substitute teachers, but the District Office has provided every school with a "Floater" substitute to support sites when classroom teachers are out sick.

As our school continues to follow guidance from the Ventura County Health Department, school expenditures for field trips and extracurricular activities are limited. Nevertheless, our site will work with our School Site Council, Parent Teacher Association, and Leadership Team to research virtual opportunities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0%	0%	0.4%	0	0	2
Asian	0.16%	0.35%	0.4%	1	2	2
Filipino	0%	0%	0%	0	0	0
Hispanic/Latino	97.75%	97.53%	97.3%	608	552	498
Pacific Islander	0%	0%	0%	0	0	0
White	1.77%	2.12%	1.8%	11	12	9
Multiple/No Response	0.32%	0%	0.2%	2	0	1
Total Enrollment				622	566	512

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	93	98	86
Grade 1	97	72	74
Grade 2	99	91	71
Grade3	109	98	88
Grade 4	112	101	96
Grade 5	112	106	97
Total Enrollment	622	566	512

Conclusions based on this data:

Student enrollment has decreased in recent years due to a variety of factors including the high cost of living in our county/community. Enrollment decrease is consistent with other local schools and/or districts. For the 2020-2021 school year, 97.3% of our student population was represented by the Hispanic/Latino subgroup. Rose Avenue Elementary School continues to honor and value this subgroup and other subgroups' cultural heritages and customs within our educational program.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	473	386	329	76.0%	68.2%	64.3%
Fluent English Proficient (FEP)	37	73	68	5.9%	12.9%	13.3%
Reclassified Fluent English Proficient (RFEP)	33	82	39	6.2%	17.3%	10.1%

Conclusions based on this data:

Based on the analysis of English Learner enrollment at Rose Avenue Elementary for the 2018-2019 school year, the percentage of English Learners has slightly decreased by 11.7% during the 2020-2021 school year, nevertheless a majority of our students (64%) continued to be identified as active English Learners. During the 2019-2020 school year, our site had an increase of 11.1% of students that met the criteria for reclassification while for the 2020-2021 school year, our site had a slight decrease of 7.2% in students meeting the requirements for reclassification. Our classroom teachers and support staff have discussed this decrease and we can attribute this decrease to the constraints of Distance Learning. Students were provided with direct instruction for a limited amount of time and the opportunities for student engagement were limited to a virtual setting rather than with 1:1 peer interactions. English Learners will continue to be provided with Designated English Language Development (ELD) on a daily basis with times based on their particular grade levels. Transitional Kindergarten and Kindergarten students will continue to receive 30 minutes of daily Designated ELD instruction, while students in first through fifth grades will continue to receive 45 minutes of daily Designated ELD instruction. During Designated ELD instruction, students will enhance their language acquisition through scaffolded instruction focused on oral (listening and speaking) and written (reading and writing) English language domains. All teachers will provide access to Integrated ELD throughout the day across the discipline areas including English Language Arts, Math, Social Studies, Science, Physical Education, and other areas. Integrated ELD strategies will include various opportunities for student engagement, access to vocabulary and academic terms, and scaffolded supports in each language domain as needed. Reclassified Fluent English Proficient (RFEP) students will continue to be academically monitored by their classroom teachers for a duration of four years per California State requirements.

School and Student Performance Data

Star Early Literacy

Rose Avenue Elementary-The School of Science and Wellness										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	76	24	32%	8	11%	11	14%	33	43%	611
Grade 1	71	20	28%	21	30%	13	18%	17	24%	667
Grade 2	11	5	45%	4	36%	2	18%	0	0%	696

Conclusions based on this data:

Based off our STAR Early Literacy assessment data from Spring 2020-2021, our current First Grade through Third Grade students show the need to continue building upon their literacy skills in order to be successful on Common Core State Standards. For Kindergarten, a majority of our students (43%), were At/Above Benchmark (Level 4) while 32% were at Urgent Intervention (Level 1). For First Grade, a majority of our students (30%) were at Intervention (Level 2) while 28% were at Urgent Intervention (Level 1). Due to a low-leveled score on the STAR Reading, 11 Second Grade students were also tested on the STAR Early Literacy. For this grade level, 45% of second graders scored at the Urgent Intervention (Level 1) while 36% of students scored at the Intervention (Level 2). Based off this data, we can conclude that our current First through Third grade students will need targeted intervention for critical literacy skills such as Phonemic Awareness, Phonics, Fluency, and Vocabulary. This targeted intervention will be addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, Literacy Intervention Teacher, and/or Intervention Services Provider (ISP). Our students will continue to use Lexia/Core 5 and Accelerated Reader (AR), starting in second grade, to enhance their literacy and comprehension skills.

School and Student Performance Data

Star Reading

Rose Avenue Elementary-The School of Science and Wellness											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Reading Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	74	30	41%	15	20%	8	11%	21	28%	2.3	202
Grade 3	88	26	30%	16	18%	13	15%	33	38%	2.6	338
Grade 4	100	35	35%	23	23%	13	13%	29	29%	2.4	367
Grade 5	100	35	35%	12	12%	20	20%	33	33%	2.5	487

Conclusions based on this data:

Based off our STAR Reading assessment data from Spring 2020-2021, our current Third Grade through Fifth Grade students show the need to continue building upon their literacy skills in order to be successful on Common Core State Standards. For Second Grade, a majority of our students (41%) were at Urgent Intervention (Level 1) while 28% were At/Above Benchmark (Level 4). For Third Grade, a majority of our students (38%) were At/Above Benchmark (Level 4) while 30% were at Urgent Intervention (Level 1). For Fourth Grade, a majority of our students (35%) were at Urgent Intervention (Level 1) while 29% were At/Above Benchmark (Level 4). For Fifth Grade, a majority of our students (35%) were at Urgent Intervention (Level 1) while 33% were At/Above Benchmark (Level 4). Based off this data, we can conclude that our current Third through Fifth grade students will need targeted intervention with critical literacy skills such as Phonemic Awareness, Phonics, Fluency, Vocabulary, and Comprehension. This targeted intervention will be addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, Literacy Intervention Teacher, and/or Intervention Services Provider (ISP). Our students will continue to use Lexia/Core 5 and Accelerated Reader (AR) to enhance their literacy and comprehension skills.

School and Student Performance Data

Star Math

Rose Avenue Elementary-The School of Science and Wellness											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	71	14	20%	16	23%	10	14%	31	44%	2.8	333
Grade 2	74	25	34%	7	9%	14	19%	28	38%	2.6	435
Grade 3	88	21	24%	16	18%	13	15%	38	43%	2.8	535
Grade 4	100	31	31%	26	26%	10	10%	33	33%	2.4	560
Grade 5	100	34	34%	19	19%	14	14%	33	33%	2.5	613

Conclusions based on this data:

Our STAR Math assessment data from Spring 2020-2021, shows that our current Second Grade through Fifth Grade students show the need to continue building upon their mathematical skills in order to be successful on Common Core State Standards (CCSS). For First Grade, a majority of our students (44%) were At/Above Benchmark (Level 4) while 23% were at Intervention (Level 2). For Second Grade, a majority of our students (38%) were At/Above Benchmark (Level 4) while 34% were at Urgent Intervention (Level 1). For Third Grade, a majority of our students (43%) were At/Above Benchmark (Level 4) while 24% were at Urgent Intervention (Level 1). For Fourth Grade, a majority of our students (33%) were At/Above Benchmark (Level 4) while 31% were at Urgent Intervention (Level 1). For Fifth Grade, a majority of our students (34%) were at Urgent Intervention (Level 1) while 33% were At/Above Benchmark (Level 4).

Based off this data, we can conclude that our current Second through Fifth Grade students will need targeted intervention with critical mathematical practices within the CCSS: Make sense of problems and persevere in solving them; Reason abstractly and quantitatively; Construct viable arguments and critique the reasoning of others; Model with mathematics; Use appropriate tools strategically; Attend to precision; Look for and make use of structure; Look for and express regularity in repeated reasoning. This targeted intervention will be addressed during direct instruction by the classroom teachers and in small groups during universal access for these critical skills by the classroom teachers, and/or Intervention Services Provider (ISP). Our classroom teachers will continue to use Mathematical Mindset Practices and students will continue to use ST Math as supports to increase mathematical skills. Our Preschool through Third Grade Teachers will continue to utilize Pre-K to Third Grade Coherence Collaboration (P3CC) strategies to increase students' academic language and mathematical reasoning, which will build a mathematical foundation that will lead to proficiency in the CCSS for mathematics.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading, Mathematics and ELD.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials, and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate to improve instructional outcome.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>STAR Early Literacy: Kindergarten & 1st grade</p> <p>STAR 360 Reading: 2nd -5th grades</p>	<p>The percentage of students who scored At or Above Benchmark on the Fall 2021 STAR 360:</p> <ul style="list-style-type: none"> Kindergarten-19% 1st grade- 16% 2nd grade- 7% 3rd grade- 19% 4th grade- 29% 5th grade- 18% 	<p>Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360. The percentage of students who will score At or Above benchmark will increase to:</p> <ul style="list-style-type: none"> Kindergarten- 29% 1st grade- 26% 2nd grade- 22% 3rd grade- 29% 4th grade- 39% 5th grade- 28%
CAASPP ELA	The percentage of students who Met or Exceeded the standard on the CAASPP ELA	Students will demonstrate growth by moving one or two levels across the different

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>at the end of the 2018-2019 year:</p> <ul style="list-style-type: none"> • 3rd grade- 28% • 4th grade- 16% • 5th grade- 21% <p>(Not assessed in the 2019-2020 or 2020-2021 school years.)</p>	<p>bands on the SBAC for ELA. The percentage of students who will score at Met or Exceeded will increase to:</p> <ul style="list-style-type: none"> • 3rd grade- 38% • 4th grade- 26% • 5th grade- 31%
CAASPP Math	<p>The percentage of students who Met or Exceeded the standard on the CAASPP Math at the end of the 18-19 year:</p> <ul style="list-style-type: none"> • 3rd grade- 22% • 4th grade -11% • 5th grade- 12% <p>(Not assessed in the 2019-2020 or 2020-2021 school years.)</p>	<p>Students will demonstrate growth by moving one or two levels across the different bands on the SBAC for Math. The percentage of students who will score a Met or Exceeded will increase to:</p> <ul style="list-style-type: none"> • 3rd grade- 32% • 4th grade- 21% • 5th grade- 22%
STAR 360 Math: 1st - 5th grades	<p>The percentage of students who scored At or Above Benchmark on the Fall 2021 STAR 360:</p> <ul style="list-style-type: none"> • 1st grade- 29% • 2nd grade- 8% • 3rd grade- 10% • 4th grade- 16% • 5th grade- 8% 	<p>Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360. The percentage of students who will score At or Above benchmark will increase to:</p> <ul style="list-style-type: none"> • 1st grade- 39% • 2nd grade- 18% • 3rd grade- 40% • 4th grade- 26% • 5th grade- 18%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Accelerated Reader Quizzes: 2nd-5th grades	<p>The percentage of students who Met Benchmark (85% and above) in Fall 2021:</p> <ul style="list-style-type: none"> • 2nd grade- 67% • 3rd grade- 67% • 4th grade- 75% • 5th grade- 74% 	<p>The percentage of students attaining grade benchmark level of 85% and above on the Accelerated Reader quizzes by the end of the 2021-2022 school year will increase at least by 10%.</p> <ul style="list-style-type: none"> • 2nd grade- 77% • 3rd grade- 77% • 4th grade- 85% • 5th grade- 84%
ELPAC	<p>10.1% of English Learners in 3rd-5th grades were reclassified during the 2020-2021 school year.</p>	<p>All English Learners will demonstrate growth by moving at least one or two proficiency levels on the ELPAC.</p> <p>The percentage of 3rd-5th Grade English Learners who will meet the reclassification criteria will increase to 20%.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implementation of the MTSS model using the CST and SST processes to monitor student achievement, plan for first instruction strategies, and identify students who are in need of targeted intervention. Student Monitoring Conferences will also occur at the end of each trimester between the principal and each subbed-out teacher. Data will be analyzed to monitor student progress and to determine interventions as needed. These interventions will be include concepts and strategies

from the Summer Professional Development (Literacy and Math). A floating substitute will be provided for one instructional day during each trimester.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2,000	Title I 1000-1999: Certificated Personnel Salaries Floating Certificated Substitutes for Teacher Release to attend SST Meetings and Student Monitoring Conferences
5,000	Title III 1000-1999: Certificated Personnel Salaries Floating Certificated Substitutes for Teacher Release to attend SST Meetings and Student Monitoring Conferences.
7,000	LCFF 1000-1999: Certificated Personnel Salaries Floating Certificated Substitutes for Teacher Release to attend SST Meetings and Student Monitoring Conferences

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Under guidance of the EL Master plan and State Mandates: All TK-5th teachers will team by grade levels/proficiency levels for designated ELD for the mandated number of minutes and provide integrated ELD in all other content areas using effective strategies. Teachers will also be able to host after school tutoring for targeted intervention for English Learners and Long-Term English Learners (LTELs) in order to increase the number of students who meet the criteria for reclassification and reduce the number of LTELs. In order to provide effective ELD strategies, teachers will be able to attend Professional Development opportunities to enhance their instruction. Teachers will also be able to consult with our English Learner TOSAs for lesson planning and best ELD Practices. School Administrator, Teachers and ELAC Members/Parents will also be given the opportunity to attend CAFE conferences to support their English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10,000	Title III 1000-1999: Certificated Personnel Salaries Extra hours for Certificated Teachers (Tutoring)
7,952	Title III 3000-3999: Employee Benefits Certificated Benefits
3,129	Title III 5800: Professional/Consulting Services And Operating Expenditures Professional Development (ELPAC, CAFE, ELD)
	District Funded EL TOSAs: No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School will provide staff with materials and supplies to support teacher collaboration, first instruction practices, and full-implementation of district-wide curriculum for both our Structured English Immersion (SEI) and Special Education Programs (Mild to Moderate, Resource and Speech Services). These funds will also be used to enhance classroom instruction and technology, provide rigorous writing opportunities across the content areas, organize activities based on our strands (Science and Wellness), and reward students with academic incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
28,153	LCFF 4000-4999: Books And Supplies Materials, Supplies, Student Incentives
20,000	LCFF 5700-5799: Transfers Of Direct Costs Warehouse Charges
2,674	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements

2,500	LCFF 5700-5799: Transfers Of Direct Costs Publications/Graphics Department
3,000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions, Licenses, Apps

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

In order to provide additional interventions, our school will hire two certificated Intervention Services Providers (ISPs: one for ELA support and one for Math) to facilitate targeted intervention groups to support students' progress in the academic areas of ELA and Math. We will also utilize our Literacy Intervention Teacher to support and instruct targeted intervention groups for ELA.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23,998	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Math ISP
5,005	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Benefits
23,998	Title I 1000-1999: Certificated Personnel Salaries ELA ISP
5,005	Title I 1000-1999: Certificated Personnel Salaries Certificated Benefits
	District Funded Literacy Intervention Teacher: No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The After School Program will be offered to all students in order to provide academic support, enrichment opportunities, and hands-on activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES
No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue with implementation of CAASPP Interim Assessment Blocks (IABs), curriculum based assessments, and other formative assessments in order to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year. Continue with district-wide participation in summative assessments, including CAASPP and ELPAC (for English Learners).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All students in Kindergarten & 1st Grade will take STAR 360 Early Literacy Tests, while all students in 2nd-5th grade will take the STAR 360 Reading Tests to monitor and assess student progress during the five progress monitoring windows. All students in 1st-5th grade will take the STAR 360 Math test to monitor and assess student progress during the five progress monitoring windows.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Library/Media technician will maintain and manage the site library, provide support to teachers and students, and oversee the site's Accelerated Reading (AR) incentive program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Library/Media Tech Salary

[Empty box for Amount(s)]

Materials/Supplies/Incentives: Goal 1, Strategy 3

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the Accelerated Reader (AR) program and My-On program school-wide, while also providing students access to books leveled by AR reading levels located in the school library.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Migrant students

Strategy/Activity

The Oxnard School District, with partnership of VCOE, will provide a Migrant Education Summer School program to provide academic and enrichment support to Migrant students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE (2nd-5th Grade Students)

Strategy/Activity

Teachers will continue to provide enrichment opportunities, differentiated lessons, and accelerated instruction to meet the needs of our students that have been identified as GATE students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Classroom Teachers will provide after school tutoring for intensive intervention in the areas of ELA and Math for all grade levels.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6,000	Title I 1000-1999: Certificated Personnel Salaries Teachers: Extra Help/Tutoring
1,670	Title I 3000-3999: Employee Benefits Certificated Benefits
5,000	LCFF 1000-1999: Certificated Personnel Salaries Teachers: Extra Help/Tutoring
1,080	LCFF 3000-3999: Employee Benefits Certificated Benefits

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Support registration fees, entrance fees and transportation (when field trips are in-person) for field trips that are aligned to Common Core State Standards and/or School Strand Focus (Science/Wellness).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5,000	Title I 5000-5999: Services And Other Operating Expenditures Transportation
600	LCFF 5000-5999: Services And Other Operating Expenditures Services, registration, and entrance fees

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide headphones for all students to supplant damaged or unreturned headphones during Distance Learning.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Materials and Supplies: See Goal 1, Strategy 3

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Monitor Special Education students' progress on annual goals in ELA, Math, ELD, Speech/Language, Motor Skills Development, and/or Social-Emotional during IEP Meetings; determine free and appropriate public education and make evidence-based decisions on students' least restrictive environment. Extracurricular activities will be inclusive of our Special Education students which includes but is not limited to recess breaks, lunch, field trips, assemblies, and mainstreaming if noted in students' IEPs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Floating Certificated Substitutes for Teacher Release to attend IEP Meetings: See Goal 1, Strategy 1

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Special Education Team members will meet with our Special Education Manager once a month to determine the dates for IEPs and to discuss potential at-risk/at-promise students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Leadership Team, PBIS Team, Classroom Teachers and Support Staff will be able to attend professional development opportunities and conferences for professional growth (GATE, PBIS, Science/Wellness, CUE, etc.). Teachers will also be able to attend professional development opportunities hosted by our District's Tech TOSAs, EL TOSAs, Science Instructional Specialist, and Math Manager.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,387	Title I 5800: Professional/Consulting Services And Operating Expenditures Travel and Conference
	District Funded EL and Technology TOSAs: No additional cost
	District Funded Math Manager and Science Specialist: No additional costs

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue with implementation of our Learning Management System, Canvas, and with district-wide applications (Lexia/Core 5, ST Math, and myON).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2021-2022 school year, Rose Avenue Elementary School will focus on building rigor across all the grade levels, while scaffolding instruction to strengthen students' skills to achieve proficiency on grade level standards in both our Structured English Immersion (SEI) Program and Mild to Moderate Special Education (SPED) Program. Students will be encouraged and recognized as they strive to meet their Accelerated Reader (AR), Lexia/Core 5, ST Math, and STAR 360 goals to enhance both their literacy and math skills. Teachers will continue to build upon their students' writing skills across all content areas to promote critical thinking and to better equip the students with the skills that are required to meet grade level expectations of state-wide summative assessments. In mathematics, teachers will continue to focus on implementing mathematical mindset strategies across all grade levels, enabling students to strengthen their academic vocabulary and reasoning skills to succeed in the area of mathematics.

Within a Professional Learning Community (PLC), grade level teams and the Special Education department will collaborate on a regular basis to analyze data from both formative (STAR 360 Early Literacy/Reading/Math, CAASPP Interim Assessment Blocks, ELD Assessments, writing prompts, and curriculum embedded assessments) and summative (CAASPP and ELPAC) assessments to monitor student achievement and identify learning targets to modify instruction. This data analysis will enable teachers to identify students who need specific targeted interventions, referral to the Coordinated Services Team (CST) and/or a referral to the Student Success Team (SST) to identify further supports such as after school tutoring and small group intervention by the Classroom Teacher and/or Literacy Intervention Teacher and/or Intervention Service Providers (ISPs).

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget expenditures are aligned with the intended implementation of this School Plan for Student Achievement (SPSA). For the 2021-2022 school year, Rose Avenue Elementary School will strive to focus our efforts on creating a learning environment that motivates students to achieve academic success and encourages teachers to collaborate with their colleagues to enhance instructional practices.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2020-2021 SPSA, academic achievement results demonstrate the need for data driven and structured collaboration via Professional Learning Communities (PLCs); implementation of intervention via small groups at each grade level for English Language Arts and Math; an increased number of formative assessments to monitor student progress; professional development opportunities to support academic and social-emotional learning; and enrichment activities as our students reacclimate to an in-person learning environment.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Survey: 3rd-5th Grade	Spring 2021 Panorama Data: Emotion Regulation: 46% Growth Mindset: 54% Self-Management: 68% Sense of Belonging: 77% Social Awareness: 66% Teacher-Student Relationships: 78%	Increase Panorama Survey Results by 10% across 3rd-5th Grades: Emotion Regulation: 56% Growth Mindset: 64% Self-Management: 78% Sense of Belonging: 87% Social Awareness: 76% Teacher-Student Relationships: 88%
Suspension Rate	Suspension rates: All Students: .53% during 2019-2020 school year; (No suspensions for the 2020-2021 school year.)	Reduce suspension rates by .25%
Office Discipline Referrals	Based on the data from the 2019-2020 school year, there were 54 office referrals. (No office referrals for the 2020-2021 school year.)	Office Referrals will be reduced by 10% during the 2021-2022 school year.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronic Absence Report	The Chronic Absence percentage was 14.13% for the 2019-2020 school year and 7.36% for the 2020-2021 school year.	Reduce the 2021-2022 Chronic Absence rate by 2%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue with implementation of the PBIS/CHAMPS/STOIC model both in the classroom and throughout the school campus. The PBIS Team will meet monthly to identify next steps and needed resources for school-wide CHAMPS implementation (safety and recess equipment use), monitor progress towards decreasing the overall number of office discipline referrals and suspensions, and to develop possible actions that support teachers who have concerns regarding individual student behavior.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Materials and Supplies: See Goal 1, Strategy 3

Materials and Supplies: See Goal 1, Strategy 3

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor will facilitate after school enrichment activities and clubs to engage students in mindful, learning strategies and SEL activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded
	Counselor Salary: No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Our School Counselor and Outreach Coordinator will provide PBIS/CHAMPs incentives to support positive student behavior and oversee the CHAMPS Activity Room, where students use calming, alternative activities/supports when experiencing a difficult time in the classroom or during recess.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	Materials and Supplies: See Goal 1, Strategy 3
	District Funded
	Counselor Salary: No additional cost
	District Funded
	ORC Salary: No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Attendance rates will be monitored and Attendance Meditation Meetings will be held at the site level for those students with excessive tardies and/or absences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded

Outreach Coordinator and Attendance Technician's Salaries: No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Office and Custodial staff will effectively maintain daily school operations to respond to students safety/health needs, assist in documenting/filing incident reports, and supporting school families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,409

Title I
2000-2999: Classified Personnel Salaries
Clerical Overtime: Family/Parent Support

479

Title I
3000-3999: Employee Benefits
Clerical: Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST/SST process to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Floating Certificated Substitutes for Teacher Release to attend SST Meetings: See Goal 1, Strategy 1
	District Funded Outreach Coordinator Salary: No additional cost
	District Funded Counselor Salary: No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Campus Supervisors will provide student supervision before school, during lunch and recess breaks, at school dismissal, and during school events that are after school hours. Campus Supervisors will also receive ongoing training by our School Administrator, School Counselor, and PBIS Committee Members to support our CHAMPS protocols, routines, and procedures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	LCFF 2000-2999: Classified Personnel Salaries Extra Help from Campus Supervisors
496	LCFF 3000-3999: Employee Benefits Classified Benefits for Campus Supervisors (Extra Help)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure confidentiality of documents containing student information.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Maintenance Agreement for shredding services:
See Goal 1, Strategy 3

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Outreach Consultant will work with students, families, and school staff in order to provide student services, resources, and technology support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
Outreach Coordinator Salary: No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Establish and implement our Comprehensive School Safety Plan where all staff and students participate in:

- Monthly fire drills
- Monthly Priority Lockdown 1/2 drills
- Quarterly earthquake drills
- Annual evacuation drill
- Professional development for first aid and safety for all staff

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

School Counselor will provide social-emotional support for students and teachers with social-emotional classroom lessons. Our Counselor will also provide support for students and parents through individual/group counseling, facilitating social skill groups, and outside referrals to agencies for additional services. Our School Counselor will also provide 1:1 check-ins with our Foster/Homeless youth to provide academic and/or social-emotional support if needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Counselor Salary: No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue to provide school-based assemblies for: Drug, Tobacco, and Alcohol Prevention Education (Red Ribbon Week); Kindness Week; Academic and Positive Behavior Recognition/Awards; Student Enrichment; Anti-Bullying; and PBIS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Materials and Supplies: See Goal 1, Strategy 3

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Certificated and classified staff will receive ongoing training on CHAMPS, Restorative Justice practices, and NCPI. Further review, discussion, and implementation of CHAMPS will be conducted by the PBIS/CHAMPS Committee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Travel and Conference: See Goal 1, Strategy 18

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students and Staff will participate in monthly school spirit weeks and national awareness activities (ex: Unity Day, Breast Cancer Awareness, Mental Health Awareness, Kindness week, etc.).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The safety committee will meet on a regular basis (each trimester or as needed) to review the School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness. The committee will also monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Ensure administrative site coverage when the School Principal is absent or off-site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1,250	LCFF 1000-1999: Certificated Personnel Salaries Administrative Support/Extra Help
972.50	LCFF 3000-3999: Employee Benefits Administrative Coverage: Benefits

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Foster and Homeless Youth

Strategy/Activity

School Principal, School Counselor, and ORC will engage in 1:1 check-ins with our Foster and Homeless youth to provide academic and/or social-emotional support. The support staff will also maintain constant communication with their parents, guardians, and outside agencies in order to ensure a safe and effective learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooter, Threat Assessment, Bullying, Suicide Prevention, and Drug/Alcohol Policies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

No additional cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The Panorama Survey will be administered to students and staff in order to obtain data about our school climate and our students' social emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All 5th grade students

Strategy/Activity

Ensure a successful transition from elementary school to middle school by coordinating with district Middle School sites to conduct elementary school visits to promote student interest in site programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Rose Avenue Elementary School continues to take pride in our Platinum Award recognition from the California Coalition of PBIS for our efforts in providing Positive Behavior Interventions and Supports to our school community. As students have returned to a full-time in-person learning environment, the staff is dedicated to enhancing students' school connections, maintaining an inclusive environment, and continuing with safety protocols. The School Principal, Outreach Coordinator, and Attendance Technician will meet regularly to monitor student attendance, identify students at-risk of being identified as chronically absent, and implement support when necessary. The School Principal and Support Staff will plan for Spirit Weeks/Days, Assemblies, and Morning Messages in order to enhance school connectedness. Our PBIS Team will continue to meet monthly to review school safety, review and revise CHAMPS protocols, and support classroom teachers with identified student needs.

As we strive to meet our students' social, emotional, and behavioral needs, students will be identified through the CST and/or SST process to receive social-emotional services. Our School Counselor will utilize the CST/SST referrals and monitor Social-Emotional Data via the Panorama Survey to offer 1:1 and/or group counseling, facilitate social skill groups, and refer students to outside counseling services when needed. Our district's progressive discipline matrix, CHAMPS model, and Restorative Justice practices will assist teachers and the School Principal with clear guidelines for responding to student behavior. The PBIS Team will monitor office referral data on a monthly basis to provide recommendations to school staff and to identify needed supports both in the classroom and in the recreational areas.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget expenditures are aligned with the intended implementation of this School Plan for Student Achievement (SPSA). For the 2021-2022 school year, Rose Avenue Elementary School will strive to focus our efforts on creating a positive, safe, and inclusive learning environment for all students. Our staff values the importance of recognizing and supporting students' social-emotional learning, as it is just as critical as their academic learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2020-2021 SPSA, Panorama Survey results demonstrate the need for data driven and structured collaboration via Professional Learning Communities (PLCs); classroom lessons by our School Counselor on Emotion Regulation, Growth Mindset, Self-Management, Sense of Belonging and Social Awareness; School Connection activities as students reacclimate to an in-person learning environment; PBIS Team will develop learning experiences that reinforce our schoolwide CHAMPS expectations both in the classroom and outside the classroom.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.
To facilitate parent involvement in the educational and social-emotional well-being of their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation at school meetings/events/workshops	Pre-Pandemic (up until March 2020), parent attendance ranged from 30 to 75 parents per meeting/event/workshop.	Parent attendance at school meetings/events/workshops will increase by 10% during the 2021-2022 school year as measured by attendance sign-in sheets.
Parent Participation in ELAC Meetings	Pre-Pandemic (up until March 2020), parent attendance ranged from 30 to 50 parents per meeting. During the Pandemic, (2020-2021 school year), the average number of parents in attendance ranged from 8-12 parents per meeting.	Parent attendance at ELAC meetings will increase by 10% during the 2021-2022 school year as measured by ELAC attendance sign-in sheets.
Panorama: Parent Survey	For the 2021-2022 Spring Window, our site had 47 parent responses. Student Needs: 40% Family Efficacy: 66%	Parent Participation will increase by 15% during the 2021-2022 school year as measured by the Panorama survey. Our goal is to increase the Panorama Survey Results by 20% in the areas of: Student Needs: 60%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		Family Efficacy: 86%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue to conduct Title 1 meetings for our school families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

With support from our school's Outreach Coordinator, parents will be welcomed to attend our site's monthly parent meetings via Zoom (safety precaution): ELAC, SSC, and PTA. Parents will also be encouraged to attend virtual "Coffee with the Principal" meetings on a bimonthly basis.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries

Outreach Coordinator Salary: No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Families will receive communication regarding our school's safety, procedures, events, and activities through Blackboard Mass Messaging, Peachjar, school website, marquee and social media accounts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen school-home partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parent/Teacher conferences will be conducted to inform families of student progress throughout the school year and at report card periods.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
300	Title III 2000-2999: Classified Personnel Salaries Verbal Translation-Extra Help
99	Title III 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue providing essential programs and support services (parent training/education) to school families by our School Principal, Counselor, and Outreach Coordinator.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1,500	Title I 2000-2999: Classified Personnel Salaries Outreach Coordinator: Extra Hours/Overtime
1,250	LCFF 1000-1999: Certificated Personnel Salaries Counselor: Extra Hours/Overtime
482	Title I 3000-3999: Employee Benefits Outreach Coordinator Benefits

972.50

LCFF

1000-1999: Certificated Personnel Salaries
Counselor's Benefits

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students (at-promise/risk)

Strategy/Activity

Encourage parents to participate either in person or via Zoom at SST/IEP Meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The school will host Back to School Night, Parent Orientations, as well as Parent Events focused on Literacy/ELA, Math, ELD, and/or Strand Focus (Science and Wellness), to increase parent engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Teachers' Extra Help: See Goal 1, Strategy 13;
ORC and Counselor Extra Hours: See Goal 3,
Strategy 6

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Inform parents at ELAC meetings of the needed growth in ELD as measured by ELPAC assessments, the EL Master Plan, and Reclassification. The school will also host a Reclassification Celebration for all students and families for those that reclassify for the 2021-2022 school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Encourage and provide support to parents to complete the school volunteer clearance process, so parents can participate in their children's education in order to support their academic and social-emotional growth (once COVID regulations change).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Outreach Coordinator and School Counselor will continue to provide support for parents in areas of attendance, social skills, Canvas, and district applications (Lexia/Core 5, ST Math, myOn).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Outreach Coordinator Extra Hours: See Goal 3, Strategy 6

[Empty box for Amount(s)]

School Counselor Extra Hours: See Goal 3, Strategy 6

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

TK-Kindergarten students

Strategy/Activity

Provide a parent event for incoming TK-Kindergarten students to familiarize them with school and classroom expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

Teacher Extra Hours: See Goal 1, Strategy 13

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, High School requirements, and other engaging activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Parents and School Families will be invited to virtually attend assemblies where students will be rewarded for their academics and positive behavior during our Trimester Awards' Ceremonies. (In-Person when allowed by Ventura County Department of Health).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Hold the annual Family Health and Wellness Fair to provide community resources to school families and encourage family engagement. (When permitted by the Ventura County Health Department)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parents and families play an integral role in their child's academic success. Our School Site Council (SSC), English Learner Advisory Committee (ELAC), and Parent Teacher Association (PTA) offer and encourage parents to become active participants in their children's education. The School Principal, Outreach Coordinator, and School Counselor will host Parent/Family Education Nights based on District Applications, Attendance, Growth Mindset, and other relevant topics based on parents' needs. Teachers and School Families will meet for Parent-Teacher Conferences to discuss student progress towards the grade level standards and to identify needed supports or strategies to be utilized at home. The school's Parent Compact and Parent Involvement Policy will continue to strengthen home-school partnerships to support students' academic and social-emotional achievements. Rose Avenue Elementary School will continue to maintain constant communication with school families via Blackboard Mass Messaging, Canvas announcements, flyers via PeachJar, school website, Social Media accounts (Facebook/Twitter/New Instagram), and our school marquee.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget expenditures are aligned with the intended implementation of this School Plan for Student Achievement (SPSA). For the 2021-2022 school year, Rose Avenue Elementary School will strive to enhance and maintain positive relationships with parents and school families. Our staff is dedicated to creating various opportunities to enhance parent and family engagement in order to support students' success in school.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2020-2021 SPSA, Rose Avenue School Staff will focus on fostering meaningful and convenient ways to increase parent involvement as we continue to practice safeguards due to the COVID-19 Pandemic. The school will continue to provide technological supports and trainings on the district-adopted applications (Lexia/ST Math/ myOn) and on Canvas, our learning management system, so parents can support students at home.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$75,410.00
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	\$180,861.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$48,930.00
Title III	\$26,480.00

Subtotal of additional federal funds included for this school: \$75,410.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$76,448.00
LCFF - Intervention	\$29,003.00

Subtotal of state or local funds included for this school: \$105,451.00

Total of federal, state, and/or local funds for this school: \$180,861.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	48,930	0.00
Title III	26,480	0.00
LCFF	76,448	0.00
LCFF - Intervention	29,003	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	76,448.00
LCFF - Intervention	29,003.00
Title I	48,930.00
Title III	26,480.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	15,472.50
2000-2999: Classified Personnel Salaries	LCFF	1,500.00
3000-3999: Employee Benefits	LCFF	2,548.50
4000-4999: Books And Supplies	LCFF	28,153.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,274.00
5700-5799: Transfers Of Direct Costs	LCFF	22,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	29,003.00
1000-1999: Certificated Personnel Salaries	Title I	37,003.00

2000-2999: Classified Personnel Salaries	Title I	2,909.00
3000-3999: Employee Benefits	Title I	2,631.00
5000-5999: Services And Other Operating Expenditures	Title I	5,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,387.00
1000-1999: Certificated Personnel Salaries	Title III	15,000.00
2000-2999: Classified Personnel Salaries	Title III	300.00
3000-3999: Employee Benefits	Title III	8,051.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	3,129.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	170,151.00
Goal 2	6,106.50
Goal 3	4,603.50

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Diana Perez	Principal
Margarita Bernard	Classroom Teacher
Charlotte Hwan	Classroom Teacher
Leticia Vidal	Classroom Teacher
Raquel Rodriguez	Other School Staff
Adelina Arzola	Parent or Community Member
Azucena Gonzalez	Parent or Community Member
Marisela Hernandez	Parent or Community Member
Jorge Solano	Parent or Community Member
Maribel Torres	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/21/2021.

Attested:

	Principal, Diana Perez on 10/21/2021
	SSC Chairperson, Leticia Vidal on 10/21/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

School Year: 2021-22



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Sierra Linda Elementary	56725386055388	October 21, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Vision at Sierra Linda is: Empowering ALL Children to Achieve Excellence. Our Mission is: We encourage children to become creative, academically competent, responsible citizens within a safe and healthy environment where all individuals are nurtured and respected.

At Sierra Linda, we are committed to developing a rigorous and supportive instructional program that prepares each child for college and/or career pathways. We will focus in the area of teaching and learning to successfully meet the needs of all students. The highly committed staff has been dedicating themselves to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades TK-5; including supporting instructional programs/apps such as Star Assessment in ELA and Math, Lexia/Core5, myOn, ST Math, and Accelerated Reader.

Through our shared Vision and Mission, the staff at Sierra Linda is working to ensure that our instructional program meets the academic needs of each student. Teachers meet in grade level teams regularly in order to plan together. During our PLC's, they analyze data and plan rigorous standards-based lessons that support students' academic progress. The staff participates in district and site professional development to improve and implement instructional practices. The teaching staff at Sierra Linda is committed to the process of implementing CCSS and dedicated to promote higher level thinking and learning for all students. Our staff will continue to implement our strand focus of Health and Art as part of our integrated curriculum. We will support the strand focus by providing funding and enrichment activities for all students.

In all classes, integrated ELD instruction is embedded throughout all subjects and explicitly taught during designated ELD instructional time. Progress of EL students is closely monitored during grade level meetings, student monitoring conferences and through the Multi-Tiered System of Supports (MTSS) process. We use additional programs and tools in order to provide all our students with various learning opportunities. Accelerated Reader helps students hone their comprehension skills and encourage a love of reading. ST Math and Lexia/Core5 programs provide additional opportunities for students to revisit critical reading and math skills. Teachers use various technical applications that support development of foundational reading and math skills. Every student has received an iPad for use at home and at school. Teachers continue to receive training on the use of iPads and share ideas with each other on how to develop students' knowledge of programs and applications. Students receive digital citizenship instruction. Parents are informed of the benefits of technology as it relates to the education of their children.

Students receive differentiated instruction in reading in all grade levels during the week. Through district funding, the district has hired Literacy Intervention Teachers in order to support this program. The student groups are small and the instruction is targeted to specific reading needs based on Star Reading assessment results. Our Special Education teachers are also involved and special education students are mainstreamed with the general education population through this model. Intervention materials are used, as well as supplemental materials for students who need to be more academically challenged. Classroom teachers use Star, adopted curriculum assessments, and teacher created assessment data to focus on Reading and Math skills during regular classroom instruction.

We have instituted an instructional and behavior intervention program, using the MTSS model, which revolves around ensuring that students are successful. Our MTSS model includes processes to identify and assist students who are not making necessary academic gains and/or are having social-emotional issues in order to provide students with a safe learning environment and to instill necessary life skills so they can continue to be productive citizens beyond their attendance at Sierra Linda. We have regular CST (Coordinated Services Team) and SST (Student Success Team) meetings which include the principal, the school psychologist, special education staff, the counselor, classroom teachers, the Outreach Consultant (ORC) and parents. Our positive behavior program is CHAMPS. All staff has been trained in and implement this program which focuses on teaching students specific skills such as, self-control, responsibility, self confidence and cooperation in order

for them to be able to make safe and rational decisions concerning their conduct. With CHAMPS, we are continuing on building student and staff capacity, building resiliency, and a growth mindset. A full time counselor is part of our staff. The counselor works with teachers, individual students, and small groups in order to provide additional social-emotional support they may need in order to be successful.

Parents are partners in their children's educations. We involve and inform them in a variety of ways. There are several parent meetings, such as School Site Council, English Learner Advisory Council, Title 1 Meetings "Coffee with the Principal", and Coffee with the ORC/Counselor during which parents have an opportunity to provide input for shared decision-making. Parents receive a weekly phone blast informing them of all school events and activities. Teachers regularly inform parents of student progress through phone calls, conferences, progress reports, text messages, Peach Jar and behavior charts (if necessary). Our ORC and Counselor offer support by connecting families with necessary community services to address social-emotional needs. Parents participate in positive parenting programs like "Triple P" through a virtual platform in the Spring. We hold transitional meetings and workshops in order to assist parents whose children may be transitioning into Kindergarten or to the middle schools. Parent workshops will be presented on a variety of topics, including: parenting skills, technology, curricular materials and assessment.

At Sierra Linda, we provide a safe and nurturing learning environment where each child and adult is valued and respected in an atmosphere that promotes the attainment of one's academic, social, and emotional potential. It is a place where we work together to develop exemplary character traits and scholarly attributes that all students will need for success in life. We strive to promote a school environment wherein our core values of equity, integrity, purpose, perseverance and compassion are evident in every interaction with students, community and each other, thus, effectively meeting Every Student Succeeds Act (ESSA) requirements.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ongoing informal and formal classroom observations were conducted by peers and administration to collect data in Grades TK- 5th throughout the school year. Students were observed using academic language to explain how or why they got their answers. Our data showed that increased use of student engagement strategies was beneficial for all students. We worked in collaboration with our committees (School Site Council, ELAC, and PTA) to develop the goals, actions, and services that are part of our SPSA. Thus, discussions were focused on effectiveness and consistency of common best practices, teaching strategies, planning and monitoring student engagement, and identifying Priority Standards to help develop targeted student interventions and support. These strategies were used both in ELA and Math lessons and an emphasis in writing across content areas will help us create a stronger academic foundation for all our students.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

Staff will collaborate, analyze and interpret data to modify instruction and improve all student achievement. The data gathered is used in weekly PLC meetings to help guide our instruction, interventions, and academic focus. The following assessment tools used gave us both formative and summative data that is used frequently and can be shared with other staff and parents.

Star--Early Literacy, Reading and Math assessments

Star CBM (foundational skills)

ELPAC

ELD Unit Assessments

IABs (CAASPP Interim Assessment Blocks)

BPSTs (basic literacy assessment)

Math and ELA curriculum assessments

Teacher created assessments

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers monitor student academic progress during grade level collaborations on a weekly basis during Professional Learning Community (PLC)/collaboration time. Assessment results are used to modify instruction and create focus goals for ELA and Math. Student instructional groups for Universal Access (UA); and Tier 1 and Tier 2 interventions are determined by reflecting on current instructional strategies and data. Data from Star, IAB's, and curriculum assessments guide the discussion and need for intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Grade level collaboration is provided on a weekly basis during our PLC/Collaboration time. Instructional leadership committee (grade level leads) discuss and agree upon topics for collaboration. Our Grade levels work within and across grade level teams to implement PLC structures and discussions. The focus is on the five essential questions:

(1) What do we want students to know?

(2) How will we know if they learned it?

(3) What will we do if they haven't?

(4) What will we do if they have?

(5) What will we be teaching next and how does this build on our foundation?

Our PLC Teams agree upon common assessments and Priority Standards, analyze their data, and create a plan to support all their students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

At Sierra Linda, we use a Multi-Tier System of Supports to help our under-performing students meet grade level standards. This is an instructional model that includes universal screening, multiple tiers of supports (Tier I, Tier II, and Tier III), data collection and reviews to inform interventions in each tier. During regular student monitoring by teacher and grade level collaboration, students who are not achieving as expected are initially provided interventions within the classroom by the teacher as part of Tier I interventions. These interventions typically last 6-8 weeks and are specific to the student needs. Student progress is monitored and teachers adjust the interventions accordingly to ensure students reach the expected goals. If the student is showing little to no growth, then they are referred to the Coordinated Service Team (CST) for further interventions with our school counselor, LIT Teacher, or Intervention Service Provider. Students that are not meeting expectations from Tier II interventions, are referred to the Student Success Team (SST). Parents are a crucial part to student success, thus they are informed of a teacher's concern as soon as Tier 1 interventions are started. Parents are invited to SST meetings in order to create a successful plan for interventions. Those that are still not demonstrating adequate progress, may be referred to for a Special Education evaluation. This process can involve school specialists such as the Psychologist, Resource Teacher, Speech Therapist, Occupational Therapist and/or district nurse.

Evidence-based educational practices to raise student achievement

Teachers will consistently use evidence-based educational practices as part of good first instruction to raise student achievement. These practices may include, but are not limited to; having a clear focus/purpose for the lesson; effectively communicating our lesson target goals in ELA and Math to all students; providing opportunities for student engagement with content; monitor and checking for understanding; and providing corrective feedback.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Sierra Linda parents are encouraged to participate and support Sierra Linda students by becoming involved through a variety of educational and advisory opportunities throughout the year that will help strengthen the family-school partnership. We believe that these partnerships with parents and the community are essential to success of all students. We invite our families to participate in all of our activities. Currently, all participation will be virtual due to COVID guidelines

These include but are not limited to:

- *Class and field trip volunteers
- *PTA events, such as meetings, Art Night, virtual fundraisers and Jog-a-Thon (when in person participation is allowed)
- *School Site Council
- *ELAC monthly meetings
- *Parent Nutrition Classes
- *Triple P parenting classes (Virtually in the Fall 2021)
- *Coffee with the Principal/Title 1 meetings
- *Awards Assemblies
- *Read-a-Across America (as readers)
- *Parent Training provided by English Learner Department
- *Parent Nights with a Focus on ELA/Math/ and Technology

These meetings allow parents to voice any concerns, receive information and to have input into critical decisions. The meetings also allow an opportunity to explain testing, scores, safety and other school related programs and activities. Our ORC and Counselor offer support by connecting families with necessary services to address social-emotional needs.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Sierra Linda will continue to prioritize parent involvement during the 2021-22 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our School Plan for Achievement and student success. Parent representatives on the School Site Council, English Language Advisory Committee, and PTA are elected on a biennial basis. School and district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student achievement. Throughout the 2021-22 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals. School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a bi-weekly basis to analyze and monitor student achievement data in order to improve instruction and the use of curriculum and assessment. Transitional meetings and presentations are held yearly by the middle School Counselors to inform 5th grade students of programs offered in the middle school, such as AVID and pathways to college and career readiness. In addition, the principal and school counselor present A-G requirements for all 5th grade students and parents.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Categorical funds were used to support small group interventions and programs for differentiated instruction to meet the needs of underperforming students. Additionally, funds were used to provide equity for all students through enrichment opportunities, such as standards based field trips and technology programs that enhance the learning of underperforming students. The funds were also used to support the continued development of our PBIS approach, which supports all students in their behavioral and academic progress.

The following services were funded through categorical funds to enable underperforming students to meet the standards.

- *Tutoring
- *Staff Collaboration (Virtually and In-Person)
- *Professional Development and conferences (Virtually)
- *Parent Conferences (CABE- Virtually)
- *Enrichment Field Trips (virtual)
- *Substitutes for CST/SST/IEP meetings
- *Intervention Support Provider (ISP)
- *Babysitting for EL parents
- *Verbal Translation for any meeting with EL parents
- *Overtime for Counselor, ORC and Clerical staff for EL parent support

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide.” Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Parents are partners in their children's education. The SPSA was reviewed with parents during our SSC, Title I and ELAC meetings. Each group is given the opportunity to review the SPSA and to make suggestions for improvement of student achievement. Parent groups submit recommendations for actions to be included in the SPSA for School Site Council. The School Site Council members review and revise the SPSA during September and October. ELAC members review and give recommendations during the October meetings. All parent committees (SSC, ELAC, PTA) participated in the development of the SPSA. School Site Council reviewed and approved the SPSA. The Leadership Team and staff members review and revise the SPSA during August through /October. All stake-holders are highly encouraged to provide feedback on strategies to improve student success. SPSA goals and strategies are the driving force for discussion at monthly parent meetings and staff collaboration. Therefore, updates on SPSA goals are calendared through out the year for all stake-holders.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to the pandemic during the 2020-2021 school year, we had previously allocated funds for substitutes to provide for observations and data meetings. Due to the shortage of substitutes on scheduled dates, we were unable to perform this activity. Another inequity included hiring a second ISP, but we were not able to find anyone available to fill that position for the 2020-2021 school year. Also due to distance learning, some of the expenditures that were allocated were not able to be implemented (field trips, extra-curricular activities, on-site enrichment activities, and some interventions).

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0.61%	0.66%	1.2%	4	4	7
Asian	0%	0%	0%	0	0	0
Filipino	0.3%	0.66%	1.2%	2	4	7
Hispanic/Latino	93.95%	92.56%	90.7%	621	560	517
Pacific Islander	0.15%	0.17%	0.2%	1	1	1
White	4.39%	4.96%	4.9%	29	30	28
Multiple/No Response	0.61%	0.99%	1.8%	4	6	10
Total Enrollment				661	605	570

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	129	116	104
Grade 1	103	93	98
Grade 2	115	88	93
Grade 3	104	106	83
Grade 4	104	98	99
Grade 5	106	104	93
Total Enrollment	661	605	570

Conclusions based on this data:

Based on the Enrollment by Student, we have had a slight increase in the percent of African-American students and a slight decrease in the percent of Hispanic/Latino students. We are beginning to implement a Culturally Responsive teaching approach with our students that focuses on an asset based model. We plan on incorporating activities to honor our diverse cultural backgrounds. We will continue to look at our data from all subgroups to ensure the needs of our subgroups are being met with equitable practices.

In looking at the Enrollment by Grade Level, a contributing factor to our declining enrollment is the continuing pandemic and some families not feeling safe having their children return to in-person learning. Sierra Linda served as an over-enrollment school for all students, thus some grade levels had more enrollment in some years versus others. In addition, many students return to their home schools during the year, when space becomes available at that site. The high cost of living in our county/community also affected our enrollment.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	386	323	270	58.4%	53.4%	47.4%
Fluent English Proficient (FEP)	40	42	53	6.1%	6.9%	9.3%
Reclassified Fluent English Proficient (RFEP)	33	43	47	7.9%	11.1%	14.6%

Conclusions based on this data:

Sierra Linda's overall English Learners population has decreased due to high cost of living in our area. However, we have increased in the number of students that have met reclassification criteria. Based on test scores, we believe that EL students need extra support to better access the curriculum. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction during our normal school year. English Learners are clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum and supplemental materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter. Teachers are purposeful in providing scaffolds during integrated ELD instruction. Thus, providing EL students support throughout every content area.

School and Student Performance Data

Star Early Literacy

Sierra Linda Elementary										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	80	28	35%	15	19%	11	14%	26	33%	576
Grade 1	85	19	22%	22	26%	15	18%	29	34%	699
Grade 2	27	23	85%	4	15%	0	0%	0	0%	632

Conclusions based on this data:

At Sierra Linda, 33% of Kinder students and 34% of 1st Grade students scored At or Above Benchmark on the Star Early Literacy. We have a group of students in each grade level at the On Watch level. We will be focusing some of our interventions on these students to help them move into the At/Above Benchmark level. Discussions continue to happen on how to best support all students during PLC meetings. In 2nd grade, all students are given the Star Reading assessment, but students who score below a certain threshold are given the Star Early Literacy. We had 27 students in 2nd grade who took the Early Literacy assessment. A large percentage of those students scored at the Intervention level.

School and Student Performance Data

Star Reading

Sierra Linda Elementary											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	85	28	33%	12	14%	12	14%	33	39%	2.6	265
Grade 3	80	34	43%	14	18%	10	13%	22	28%	2.2	310
Grade 4	97	25	26%	15	15%	18	19%	39	40%	2.7	433
Grade 5	90	30	33%	22	24%	9	10%	29	32%	2.4	481

Conclusions based on this data:

In reviewing the data presented, our 39% of our 2nd Grade students and 40% of our 4th Grade students have reached the At/Above level on the STAR360 Reading assessment. In 3rd grade only 28% reached the At/Above Level and 5th Grade only 32% reached the At/Above Level on the STAR360 Reading. We will continue to place our resources into providing the reading support and providing opportunities needed for students to reach the proficient level. Our goal is to move all students over at least one level, therefore resulting in having our school meet the district benchmark on the STAR 360 Reading.

School and Student Performance Data

Star Math

Sierra Linda Elementary											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	86	22	26%	9	10%	10	12%	45	52%	2.9	361
Grade 2	90	27	30%	18	20%	10	11%	35	39%	2.6	448
Grade 3	83	28	34%	21	25%	9	11%	25	30%	2.4	499
Grade 4	93	28	30%	22	24%	9	10%	34	37%	2.5	568
Grade 5	92	33	36%	24	26%	8	9%	27	29%	2.3	605

Conclusions based on this data:

The data above for Sierra Linda shows that 52% of 1st Grade students met the At/Above Benchmark Level on the STAR360 Math assessment. Our lowest performing grades are 3rd grade with 30% At/Above Benchmark Level and 5th Grade with 29% At/Above Benchmark Level. We will allocate the necessary resources across all grade levels for additional math support and improve student achievement. Our goal is to move all students over at least one proficiency level and meet the district benchmarks in students scoring At/Above Benchmark Level.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction
 To provide equipment, materials and technology resources that support high quality instruction
 To provide opportunities for teachers to collaborate thus improving teaching and learning

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Data	<p>CAASPP was not given in 2020-2021. From the previous data reported: An average of 28.6% of our third through fifth graders Met or Exceeded standards on the ELA CAASPP.</p> <p>The 2018-19 baseline scores are: 25% of 3rd graders Met or Exceeded 34% of 4th graders Met or Exceeded 27% of 5th graders Met or Exceeded</p> <p>Distance From Met Baseline:</p> <ul style="list-style-type: none"> • 49.2 points for 4th graders • 46.8 points for 5th graders 	<p>Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 5% of students will move from Nearly Met to Met or Exceeded on the SBAC in ELA.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math Data	<p>CAASPP was not given in 2020-2021. From the previous data reported: An average of 16.6% of our third through fifth grade students Met or Exceeded standards on the Math CAASPP.</p> <p>The 2018-19 baseline scores are: 24% of 3rd graders Met or Exceeded 18% of 4th graders Met or Exceeded 8% of 5th graders Met or Exceeded</p> <p>Distance From Met Baseline:</p> <ul style="list-style-type: none"> • 69.8 points for 4th graders • 107.5 points for 5th graders 	<p>Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 5% of students will move from Nearly Met to Met or Exceeded on the SBAC in Math.</p>
Star Reading (Fall 2020)	<p>Percentage of students that were at or above Benchmark using the State Benchmark: 2nd--39% 3rd--28% 4th--40% 5th--32%</p>	<p>Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more. Also a decrease in the number of students in the Urgent Intervention by 15%.</p> <p>Increase student growth percentage (SGP) to 50 points or more in each grade level.</p>
Star Early Literacy (Fall 2020)	<p>Percentage of students that were at or above Benchmark: K--33% 1st-- 34%</p>	<p>Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more. Also a decrease in the number of students in the Urgent Intervention by 15%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star Math (Fall 2020)	Percentage of students that were at or above Benchmark using the State Benchmark: 1st--52% 2nd--39% 3rd--30% 4th-- 37% 5th--29%	Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more. Also a decrease in the number of students in the Urgent Intervention by 15%.
English Learners Reclassification Rate (3rd-5th grade)	The ELPAC was not taken in 2020 due to school closures and the 2021 data is not available yet. 42% of our English Learners in 3rd-5th grade were reclassified in 2019-2020.	The percent of English Learner students who are reclassified will be at least 25%.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Teachers and administrator will support delivery of best first instructional practices to increase student achievement in Literacy, Writing, ELD and Math by collaborating, discussing and analyzing data, best first instruction practices, and lesson delivery. On-line practice of SBAC sample questions. Teachers will administer on-line Interim Assessment Blocks (IABs) three times a year for third through fifth grade. Teachers will collaborate to discuss and plan instruction, delivery of lesson and data results.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4500.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Grade level teachers collaboration/ --extra hours plus benefits

973.00

Title I
3000-3999: Employee Benefits
certificated benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Implementation of systematic instruction of CCSS ELA, Math and ELD using district adopted curriculum materials and supplemental supplies that are support mastery of standards/skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
Curriculum

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Priority given to English Learners, Migrant, Socio-economic disadvantaged, Homeless, Foster and African-American students.

Strategy/Activity

3. Tutoring opportunities focused on skills measured on IAB's, previous CAASPP data, ELPAC/ELD and Star assessments. Data will be used to monitor EL students' progress towards mastering of ELA, Math and ELD standards and interventions/enrichment opportunities during integrated and designated ELD time. These opportunities will decrease the number of LTEL's and increase the number of Reclassified students and improve academic support and achievement of Foster and Homeless students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000.00

Title I
1000-1999: Certificated Personnel Salaries

	certificated extra time for tutoring
1080.00	Title I 3000-3999: Employee Benefits certificated benefits
5000.00	Title III 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
1080.00	Title III 3000-3999: Employee Benefits certificated benefits
2500.00	LCFF 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring
540.00	LCFF 3000-3999: Employee Benefits certificated extra time for tutoring

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- focus on English Learners, Migrant, Socio-economic disadvantaged, Homeless, Foster and African-American students.

Strategy/Activity

4. Conduct student-monitoring conferences with teachers individually and/or in grade levels to address student-learning needs, identify students who are at risk of not meeting grade level standards/skills and identify additional supports to address these needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. The Star Reading, Star Math and Early Literacy assessment will be administered five times a year. This data will be used to discuss mastery of skills and intervention groups.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Renaissance contract

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Teacher collaboration and professional development with district Math Manager to review best practices such as Jo Boaler trainings and math talks. Two hours with whole staff and two hours per grade level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Math Manager salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Implementation of systematic instruction on writing process (K-5th grade) based on writing standards. Grade levels will use the Wonders rubrics for writing and ensure students understand rubrics. Each grade level will expose students to writing standards for their grade level and the three required writing genres through out the year. Writing will be imbedded into all curricular areas

including Math, ELA, Social Studies, and Science. Grade levels will discuss and calibrate student writing using the Wonders rubrics at grade level collaboration.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. The school will ensure the full implementation of the State approved Language Arts curriculum. The administrator will visit classrooms during formal and informal class visits and also monitor language arts instruction through formal classroom observations. The Educational Services Department will provide district based support on the curriculum and Common Core State Standards for language arts.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Underperforming students in all subgroups: Special Education, English Learners, Migrant, SET, Foster, Homeless and African American.

Strategy/Activity

9. Student data will be shared with students and parents thus creating goals that will be monitored throughout the year. These goals will be discussed during parent/teacher conferences, IEPs, 504s,

SSTs and IEPs. Substitutes will be made available in order to accommodate parents' schedules. Copies of IEP's and other notices mailed home to parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title III 2000-2999: Classified Personnel Salaries Verbal Translation
331.00	Title III 3000-3999: Employee Benefits Verbal Translation
500.00	Title I 5900: Communications Postage
500.00	Title III 5900: Communications Postage

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Teachers will use engagement strategies and Depth of Knowledge (DOK) to enrich daily instruction. Time during grade level collaboration will be allocated for discussion of engagement and DOK.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Activity 3

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. All students will access reading materials at their level through classroom libraries, school library, Accelerated Reader and MyOn programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Library Technician
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader contract
	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn contract
1500.00	Title I 4000-4999: Books And Supplies purchase reading books for AR program
1000.00	Title III 4000-4999: Books And Supplies purchase reading books for AR program
1000.00	LCFF 4000-4999: Books And Supplies purchase reading books for AR program

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Materials and supplies will be purchased to support the instructional program in all areas (including, but not limited to books, furniture, computer/iPad supplies, copies, and any dues or memberships).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
23507.00	Title I 4000-4999: Books And Supplies Materials and Supplies
9491.00	Title III 4000-4999: Books And Supplies Materials and Supplies
63261.00	LCFF 4000-4999: Books And Supplies Materials and Supplies
500.00	Title I 5000-5999: Services And Other Operating Expenditures Dues and Memberships

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Staff will have use of the laminator, Duplo copy machines and Xerox copy machines in order to enrich instruction and provide students access to CCSS in all subjects, service agreement to shred extra copies of student documents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

14. All teachers will team for designated ELD during the day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

15. Daily implementation of interventions in ELA, Math and ELD that is targeted to all groups to reinforce language arts and math standards-based instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
curriculum

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- focus on instructional support

Strategy/Activity

16. Order subscriptions and applications for use with technology in all curricular programs, support student use of Canvas as primary distance learning platform.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Online subscriptions and licenses
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Canvas Subscription

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

17. Provide appropriate operating costs for publications and warehouse charges to support the instructional (including ELD) and strand focus programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Title I 4000-4999: Books And Supplies Warehouse Charges
1000.00	LCFF 5000-5999: Services And Other Operating Expenditures Warehouse Charges

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

18. Provide (virtual and in-person - when it is safe) field trips and enrichment opportunities to support language arts, science, social studies and Strand Focus (Health and Arts).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Admissions
2000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures Transportation
1000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Transportation

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

19. Integrate the Wonders/Maravillas adopted ELA program into the Strand Focus of Health and Art. Teachers will use collaboration time to align curriculum to art and Health. Provide opportunities for writing, listening, speaking and reading within health and art lessons.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

20. Collaboration time for school wide leadership team to discuss professional development needs, SPSA, school budget, and assessment data. School leadership team (teachers and administrator) will ensure that there are clear expectations for collaboration time and will provide feedback to support instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

See Activity 1

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

21. Understanding and implement Next Generation Science Standards by attending district-wide training for all grade levels usage of mystery science.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Science Instructional Specialist salary

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

22. Purchase materials to support Strand Focus of Health and Art.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

See Activity 12

Strategy/Activity 23

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

23. Provide art enrichment opportunities for students through contract providers to supplement instruction (such as but not limited to: Artist in the Classroom, Art Trek and Focus on the Masters) to support Strand Focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

See Activity 12

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

24. Create a common Designated ELD schedule by grade level to ensure students are grouped and taught at their ELD level.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No Additional Cost

Strategy/Activity 25

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

25. Teachers will implement district adopted ELD curriculum. Teachers will receiving training once a year on district's Master Plan for EL students and reclassification criteria. Teachers will collaborate to discuss and review ELPAC data, that will be used to group students for Designated ELD time.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 26

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

26. Lexia/Core5, myOn, and Accelerated Reader will be used on a daily basis for 20 minutes to facilitate the acquisition of English Language Arts for all students. Program adjust skill level based on students' success and need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

5800: Professional/Consulting Services And Operating Expenditures
No additional cost

Strategy/Activity 27

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Program adjust activities based on student skill level thus targeting needs of English Learners, Migrant, Special Education, African-American and GATE students.

Strategy/Activity

27. ST Math will be used on a daily basis for suggested minutes to facilitate the acquisition of math skills for all students. Program adjust skill level based on students' success and need.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And Operating Expenditures
No additional cost

Strategy/Activity 28

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in Grades 3rd through 5th

Strategy/Activity

28. Student incentives for improvement in classroom and district ELA and Math Summative Assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Activity #12

Strategy/Activity 29

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Priority given to English Learners, Migrant, Socio-economic disadvantaged, homeless and African-American students.

Strategy/Activity

29. After School Program will provide support and Enrichment opportunities in Language Arts, Math, Art and sports to all students that participate in ASP. Students chosen based on being an English Learners and having academic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ASES

Strategy/Activity 30

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

30. After-School Liaison will collaborate with After-School Program Manager and staff to monitor students' academic growth. ASP Liaison will conduct trainings on CHAMPS, Math and Language Arts as necessary.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

ASES
1000-1999: Certificated Personnel Salaries
District Funded--Certificated Salary: Teacher Liaison

Strategy/Activity 31

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

31. Provide on-going professional development in Language Arts and Math for administrator, teachers, and staff through staff meetings, after school training, and at conferences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Activity 3

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

33. Students will have opportunities to use technology for intervention, enrichment, and access to the core curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Activity 12

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

34. Librarian to collaborate with classroom teachers in order to provide books at various reading levels and interests, thus increasing students English Language skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Classified salary

Strategy/Activity 34

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

35. Trimester student incentives for reaching AR goals and achieving at/above grade level in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

See Activity #12

Strategy/Activity 35

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

36. Incentives for students for improving one proficiency level in ELPAC and reclassifying.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

No additional cost- Activity #12

Strategy/Activity 36

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students- focus on Special Education

Strategy/Activity

37. Coordinate transition meetings for incoming Kindergarten students and for 5th graders transitioning to middle school. Case managers will set up transition meetings with the receiving school of our Special Education students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 37

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

38. Classroom Teachers, LIT (Literacy Intervention Teacher), and Intervention Support Provides (ISPs) will continue implementing the RtI/MTSS model through the CST and SST process in order to provide small group interventions during the school day to students below grade level in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

24000.00

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Certificated Salary: ISP #1

5184.00	LCFF - Intervention 3000-3999: Employee Benefits Certificated Benefits
	District Funded 1000-1999: Certificated Personnel Salaries District Funded- LIT Teacher
	District Funded 3000-3999: Employee Benefits District Funded- LIT Teacher

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Based on measurable outcomes the overall implementation of our agreed strategies was successful. All grade levels increased in Math and ELA achievement based on Star reports from Fall 2020 to Fall 2021. . Most grade levels met their goal and others made progress towards goal in both Star Reading and Math assessments. Overall, our activities and strategies were effective, especially in the area of ELA. In analyzing the performance assessments of our English Learner Subgroup, we have identified there is a discrepancy in achievement between English Learners and English Proficient students. This could be attributed to insufficient use of differentiation during instruction as well as insufficient implementation of EL instructional strategies.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Funds were allocated to purchase apps to support our academic goals; however, many of the apps were underutilized. As a result, data regarding the effectiveness of the use of these apps was invalid. In addition, the investment did not produce the academic boost in achievement that was intended. Thus, we decided to eliminate some apps and reduce licenses in others. Money was allocated to provide after school tutoring services but not all teachers had the desire or ability to spend additional time on campus.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

As a school, we are focusing on First Instruction and targeted Tier 1 Interventions in class. We will continue to provide time for PLC's and hiring an Intervention Service Provider to support students in small group instruction. We have developed criteria for choosing apps to support student learning by grade level. We cut apps that were underutilized or inappropriate for specific grade levels (ie. BrainPop, IXL). We prioritized preferred apps by grade level, compared them to school-wide needs, and will purchase accordingly. Additionally, we analyzed the data connected to academic progress provided by the ISP during Universal Access time. This guided our decision to add one position that

will be funded with site funds. We are also providing new opportunities for English Learner academic development, which include before/ after-school tutoring and enrichment in the writing domain. We are also providing professional development in language acquisition strategies, writing, ELA, Math Mindset and NGSS.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	<p>Attendance rate is an area of growth. Sierra Linda had a Chronic Absence Rate of 13.27% for the 2019-2020 school year.</p> <p>Attendance was monitored for 72 specific students by Attendance Clerk, ORC, Teachers, School Counselor and Principal.</p>	Maintain a monthly average attendance rate of 91% or higher in each grade level, an increase of 3.5% overall.
Suspension/Expulsion Data	<p>>1% of our student population was suspended for 2019-2020 school year.</p> <p>No students were expelled.</p>	<p>Reduce suspension rate by 50% by providing students appropriate support to be successful at school.</p> <p>Maintain a 0% expulsion rate</p>
Panorama Survey	<p>Fall of 2021-22</p> <p>The survey provided us with baseline data in the areas of student SEL competencies and</p>	Increase the number of students who felt connected, engaged in meaningful participation, felt safe, growth

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>learning supports/environments.</p> <p>The favorable ratings by SEL topic were: Teacher-Student Relationships- 78% Sense of Belonging- 71% Self-Management and Social Awareness- 69% Growth Mindset- 59% Emotional Regulation- 54%.</p>	<p>mindset, and emotional regulation by 10%.</p>
Office Referrals	<p>Based on the data from 2020-2021, we had 4 office referrals during the period between March and June of 2021.</p> <p>During 2018-2019, there were over 400 office referrals generated by 125 students. The following are the top two reasons:</p> <p>43% of those referrals were in regard to students being physically aggressive towards others students and staff</p> <p>45% of the referrals were in regard to students not complying with directions or being defiant.</p>	<p>Through a consistent implementation of CHAMPS, we will reduce physical aggressions by 50% and teach students to comply with adults' directions when feeling upset.</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Staff will be fully trained in CHAMPS and implement the program for Positive Behavior Interventions and Support (PBIS).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I 1000-1999: Certificated Personnel Salaries Counselor Extra Help
108.00	Title I 3000-3999: Employee Benefits Counselor Benefits
500.00	Title III 1000-1999: Certificated Personnel Salaries Counselor Extra Hours
108.00	Title III 3000-3999: Employee Benefits Counselor Benefits
300.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor Extra Hours
65.00	LCFF 3000-3999: Employee Benefits Counselor Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. All staff: Specifically teachers, administrator, ORC and school counselor will work together to deliver positive behavior lessons as part of our PBIS program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries School Counselor
	District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. CHAMPS teams will conduct professional development for all staff on MTSS model to improve school safety.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. Students will earn incentives for perfect attendance.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Goal 1 Activity 12

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Students will earn character cards focused on CHAMPS school-wide expectations for behavior. They will be able to turn in character cards for prizes from the principal's store, at least once a month. Teachers will be able to give character cards to students and refer students to ORC and Counselor for incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Goal 1 Activity 12

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Conduct monthly Mini-SARB's (parent meetings) based on attendance data on A2A program.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Make attendance a topic at ELAC, Coffee with the Principal, Student Assemblies, Parent Workshops, IEPS and SSTs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 2000-2999: Classified Personnel Salaries ORC Extra Hours
165	Title I 3000-3999: Employee Benefits ORC Benefits for Extra Hours
500.00	Title III 2000-2999: Classified Personnel Salaries ORC Extra Hours for Parent Workshops
165.00	Title III 3000-3999: Employee Benefits ORC Benefits for Extra Hours for Parent Workshops

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

8. Extra hours for Campus Supervisors to maintain the campus safe. Bi-Monthly Professional Development for Campus Supervisors on CHAMPS and positive behavior supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000.00	LCFF 2000-2999: Classified Personnel Salaries Classified extra pay
3305.00	LCFF 3000-3999: Employee Benefits classified benefits

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

9. Provide drug, tobacco, and alcohol prevention education (Red Ribbon Week, etc.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Goal 1 Activity 12

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

10. Safety Team to revise and fully implement Comprehensive Safe School Plan. Staff will receive professional development for first aid and safety. Students and staff will participate in:

- Monthly fire drills
- Lockdown drills 1 & 2
- Earthquake drills
- Annual evacuation drill

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Provide on-site counseling and support services for students through school counselor and/or outside agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Service agreement to shred extra copies of student documents like SSTs, IEP, attendance thus keeping student information confidential.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

See Goal 1 Activity 13

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

13. Provide structured activities and board games during recess to support students in making positive and healthy choices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

PTA/PTO
4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students that are having a difficult time with socio-emotional skills in each of the sub-groups.

Strategy/Activity

14. Staff will use procedures and protocols for CST and SSTs following the MTSS pyramid for behavior and social-emotional issues. We will fully implement CHAMPS procedures and protocols.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

15. CHAMPS team collaboration to address school's culture and climate needs, create a service plan and steps for improvement. CHAMPS team will monitor student discipline data throughout the year. Frequent student referrals may warrant counselor intervention and/or parent and teacher support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

See Goal 1 Activity 3

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

16. Collaboration between After School Program staff, ASP Liaison, school principal and OSD ASP Coordinator to provide professional development for ASP staff on best practices to assist students with academic and socio-emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students in Grades 4th-5th

Strategy/Activity

17. Counselor and ORC will organize and lead a Student Leadership Team to ensure student participation in building a positive school culture and community.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

PTA/PTO

4000-4999: Books And Supplies

Materials and Supplies (t-shirts)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

5th Grade students

Strategy/Activity

18. All fifth graders to complete Panorama Survey. This data used by CHAMPS team to create supportive procedures and protocols for a safe school environment for all.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

19. Posters will be made of CHAMPS procedures and Guidelines for Success for all classrooms and common areas. In addition, copies of Sierra Linda's parent/student handbook will be made for every student ensuring that positive and safe school expectations will be shared with all students and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000.00

Title I
5700-5799: Transfers Of Direct Costs
Graphics

1000.00

Title III
5700-5799: Transfers Of Direct Costs
Graphics

2000.00

LCFF
5700-5799: Transfers Of Direct Costs
Graphics

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

20. Clerical Overtime to support families with translation and navigating school system and communicating between parents and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500.00	Title I 2000-2999: Classified Personnel Salaries Overtime for clerical staff to provide interpretation or translation services.
165.00	Title I 3000-3999: Employee Benefits Benefits related to clerical overtime
500.00	Title III 2000-2999: Classified Personnel Salaries Overtime for clerical staff to provide interpretation or translation services.
165.00	Title III 3000-3999: Employee Benefits Benefits related to clerical overtime

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Sierra Linda works hard at providing a safe school environment. Based on previous year discipline referrals and Panorama Survey data, students will need more activities during recess to help them make positive choices and enforce our PBIS plan. In addition, we need to think about increasing our incentives for student attendance. The CHAMPS team meets about once a trimester. We will set a monthly schedule of meetings to discuss professional collaboration and implementation of

CHAMPS procedures and routines. We also need to provide incentives to acknowledge every child's increased attendance and not simply those with monthly perfect attendance. Academic incentives will be implemented to improve reading and participation in Accelerated Reader.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The funds budgeted for attendance activities was sufficient to cover the planned activities. However, not all the activities or incentives were done consistently. Our attendance rate was not positively impacted, due to the fact that the attendance activities were based on in-person and not Distance Learning incentives. The school closure due to COVID-19 also impacted the implementation the last trimester of 2020-2021.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Activities will be revised and added to increase attendance awareness for students and parents. Attendance incentives will be purchased throughout the year for individual students and classes that meet attendance goals. To ensure our goal to increase our daily attendance, we will be implementing monitoring protocols on a monthly basis. In order to increase positive and safe school environment, the CHAMPS team will meet once a month. We will monitor student disciplinary actions and provide socio-emotional supports to students as needed.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELAC attendance	An average of 10 parents attended monthly ELAC meetings.	Double attendance to at least 20 parents per meeting
PTA membership	78 staff and parents were official members of PTA.	Increase membership by 25 parents/staff.
Coffee with the Principal attendance	An average of 10 parents attended monthly Coffee with the Principal meetings.	Increase attendance by 10 parents.
Parent Teacher Conference and Back to School nights attendance	80% of parents attended parent teacher conferences through zoom.	Increase attendance to over 90% per class
Parent Participation in Panorama Survey	The 2018-2019 California Healthy Kids Survey (CHKS) reported: 13 parents participated in CHKS (less than 12% of our 5th grade parents)	Double parent participation in completing Panorama Survey to at least over 50 parents.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	80% state school seeks the input of parents 80% state that the academic success for all students 80% agree that teachers communicate with parents about learning expectations 80% strongly agree that the school promotes academic success for all students 40% strongly agree that school staff treat all students with respect, while the other 60% agree that staff treat all students with respect.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

1. Student data will be monitored through conferences and data chats between teachers, parents, students and administrator. Goals will be set to support students' social-emotional needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Goal 1 Activity 9

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

2. Attendance will be a topic for at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 meetings and Special Education committee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty input box for Amount(s)]

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

3. Academic Programs will be a topic of at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 and Special Education committee. School Safety Plan will be a topic of at least one meeting of ELAC, PTA, Coffee with the Principal/Title 1 and Special Education committee.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty input box for Amount(s)]

No additional cost

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

4. ORC to work with families to provide Triple P training for parents of at risk students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

5. Inform parents of all functions and activities at Sierra Linda via weekly phone calls utilizing Black Board Connect in both Spanish and English. Consistent usage of Peachjar app and update school website.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And Operating Expenditures
Blackboard connect, Peachjar, website

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

6. Review and revise Parent Involvement Policy and School Compact with input from parents at SSC, ELAC, PTA, Special Education and Title 1 meetings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

7. Parent/Teacher conferences will be held to inform families of student progress and as necessary throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

8. Provide translation during parent/teacher conferences, SSTs, 504s and IEPs. In addition, during Back to school night, PTA and student awards ceremonies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Goal 1 Activity 9

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

9. Provide babysitting (when we are able to return to safe in-person meetings) in order to allow parents to participate in committee meetings and trainings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 2 Activity 8
200.00	LCFF 2000-2999: Classified Personnel Salaries Custodial OT- for set-up and clean up
66.00	LCFF 3000-3999: Employee Benefits Custodial Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

10. ORC and Counselor will provide parent trainings and/or meet with working parents after hours to review school systems and connect families to resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

11. Collaborate with outside agencies in order to provide wrap around services to students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

12. Ensure effective communication between school staff and parents via Canvas, email, home visits or telephone.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

13. Monthly ELAC meetings, provide access to CAFE for Parents and staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Title III
5000-5999: Services And Other Operating Expenditures
Travel and Conference fees.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

14. ORC will organize workshops for parents that will increase parent participation, (i.e. Triple P, Oxnard PD gang presentations, academic presentations by teachers, etc.), increase attendance (incentives), increase student and parent connectedness,

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000.00

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
Travel and Conference

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

15. Collaborate with community partners in order to provide parent education classes and information on community services for Special Education, English Learners, healthy food choices, academic and socio-emotional resources.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

17. Collaborate with community partners to provide "Clinicas Dental Check-up" to all students in need of dental care (when we are able to return to safe in-person instruction and meetings).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education and English Learners

Strategy/Activity

18. IEP Meetings will be held as needed for annual and tri-annual reviews of special education students' progress throughout the year. Include translated materials and verbal translation for English Learners. Extra clerical time to support parents' communication with staff and parents.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

	District Funded 2000-2999: Classified Personnel Salaries District Translators and Interpreters salaries
	District Funded 3000-3999: Employee Benefits District Translators and Interpreters benefits
	See Goal 2 Activity 22

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

19. Provide parent education classes on the following topics: Padres Promotores & Mother/Daughter Project.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

20. Each of these parent committees (SSC, ELAC, PTA) will meet a minimum of six times throughout the school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All parents and specifically Special Education

Strategy/Activity

21. Special Education and Coffee with the Principal committees will meet at least three times this school year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

See Goal 1 Activity 12

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Overall, we increased parent participation at ELAC and PTA. In addition, parents of English Learners who are also Special Education have become more involved at monthly meetings. However, not many parents participated in the California Healthy Kids Survey. This is an area for improvement. Some of our parents followed Oxnard District's volunteer policy, thus participated in classroom activities and in field trips.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The budget allocated for parent involvement was sufficient.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Sierra Linda we will send home a monthly calendar of events. We will also be more consistent about updating our website. We will be posting flyers on Peach Jar and using Class Dojo for extra points of communication with parents.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$74,338.00
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	\$190,759.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$52,498.00
Title III	\$21,840.00

Subtotal of additional federal funds included for this school: \$74,338.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$87,237.00
LCFF - Intervention	\$29,184.00

Subtotal of state or local funds included for this school: \$116,421.00

Total of federal, state, and/or local funds for this school: \$190,759.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	52,498.00	0.00
Title III	21,840.00	0.00
LCFF	87,237.00	0.00
LCFF - Intervention	29,184.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	87,237.00
LCFF - Intervention	29,184.00
Title I	52,498.00
Title III	21,840.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	2,800.00
2000-2999: Classified Personnel Salaries	LCFF	10,200.00
3000-3999: Employee Benefits	LCFF	3,976.00
4000-4999: Books And Supplies	LCFF	64,261.00
5000-5999: Services And Other Operating Expenditures	LCFF	3,000.00
5700-5799: Transfers Of Direct Costs	LCFF	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	1,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	24,000.00
3000-3999: Employee Benefits	LCFF - Intervention	5,184.00

1000-1999: Certificated Personnel Salaries	Title I	10,000.00
2000-2999: Classified Personnel Salaries	Title I	1,000.00
3000-3999: Employee Benefits	Title I	2,491.00
4000-4999: Books And Supplies	Title I	26,007.00
5000-5999: Services And Other Operating Expenditures	Title I	1,500.00
5700-5799: Transfers Of Direct Costs	Title I	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	9,000.00
5900: Communications	Title I	500.00
1000-1999: Certificated Personnel Salaries	Title III	5,500.00
2000-2999: Classified Personnel Salaries	Title III	2,000.00
3000-3999: Employee Benefits	Title III	1,849.00
4000-4999: Books And Supplies	Title III	10,491.00
5000-5999: Services And Other Operating Expenditures	Title III	500.00
5700-5799: Transfers Of Direct Costs	Title III	1,000.00
5900: Communications	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	166,447.00
Goal 2	22,546.00
Goal 3	1,766.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Jorge Mares	Principal
Sheri Anderson (Secretary)	Classroom Teacher
Joy Hammel	Classroom Teacher
Teacher Vacancy	Classroom Teacher
Lisette Robles	Other School Staff
Rosana Valdez (Chairperson)	Parent or Community Member
Susana Vasquez	Parent or Community Member
Abel Vasquez	Parent or Community Member
Pearle Diaz	Parent or Community Member
Marcella Castillo	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/21/2021.

Attested:

	Principal, Jorge Mares on 10/21/2021
	SSC Chairperson, Rosana Valdez on 10/21/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE’s Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE’s School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school’s plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 10/21/2021.

Attested:

	Principal, Jorge Mares on 10/21/2021
	SSC Chairperson, Rosana Valdez on 10/21/2021



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Juan Lagunas Soria School	56725380119412	October 25, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

The Vision of Juan Lagunas Soria School is to provide a happy, caring and stimulating environment through academics and the integration of Technology, Arts and Language (Te.A.L.) where children will believe in exceeding their potential. The Mission of Juan Lagunas Soria School is to educate and prepare confident students to become college and career ready in an ever changing global society.

As described within our Vision and Mission Statements, Juan Lagunas Soria School is committed to providing the best educational program possible for our students. The quality of our instructional program is a reflection of our highly committed staff. We are dedicated to ensuring Juan Lagunas Soria School is a welcoming, stimulating environment where students are actively involved in their education, emphasizing both academic and social/emotional learning. Through the shared vision of our staff, parents, and community, our students are challenged to reach their maximum potential. Our academic focus has centered on building strong foundations in reading, writing, and mathematics. Throughout the 2021-2022 school year, Juan Lagunas Soria School will emphasize accelerating learning and building rigor across all core content areas with an emphasis on Technology, Arts and Language, our school's Te.A.L. Strand Focus, while scaffolding instruction to strengthen students' skills on grade-level standards. Students are encouraged and supported to build their literacy or biliteracy skills and reach their reading potential. Teachers will also concentrate on building students' writing ability across all core content areas to promote critical thinking and to better equip students with the skills required to meet expectations of state-wide summative assessments. Finally, teachers will continue focusing on implementing Mathematical Mindset strategies across all grade levels, enabling students to build their academic vocabulary and reasoning skills in the area of Mathematics.

Juan Lagunas Soria School supports the Oxnard School District's vision for a comprehensive Student Profile and will begin aligning school-wide systems and practices to meet the seven characteristics of the OSD Student Profile, which include:

1. Innovator: Students will be creative writers, successful readers and mathematical thinkers; able to create, design, and apply new knowledge in a variety of contexts.
2. Problem Solver: Students will be confident and solution oriented; able to demonstrate a growth mindset and advocate for themselves and for others.

3. Achiever: Students will be able to demonstrate their knowledge on local and state measures in all academic areas.
4. Global Thinker: Students will be compassionate, multilingual, multicultural, and global thinkers; able to understand and to convey pride in their identity, heritage, and history.
5. Collaborator: Students will be collaborative learners; able to communicate and learn through and with others.
6. Digital Learner: Students will be technologically, artistically, academically and linguistically prepared to succeed and to lead.
7. Focused on the Future: Students will be high school, college, and career ready; challenged to select rigorous courses and equipped with the tools, knowledge, and skills to be prepared for the future.

At Juan Lagunas Soria School, our over-arching academic goal is to raise achievement scores for all students and all significant student subgroups (English Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged). Working together within a Professional Learning Community context, teachers are engaged in ongoing, grade-level collaboration to analyze and discuss formative and summative assessment data so as to:

1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instruction practices in both Sheltered English Instruction (SEI) and Dual Language Instruction (DLI) contexts;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills across all four language domains of reading, writing, listening, and speaking;
4. Integrate instructional technology (e.g., One-to-One devices, Promethean Boards, Hovercams, Canvas - Learning Management System) to enhance student engagement; and,
5. Develop and implement student support and intervention programs and services for underperforming students.

Utilizing a Multi-Tiered Systems of Support (MTSS) approach, student performance and progress are monitored by teachers implementing standards-based Tier I-Level instruction for all students. Students not meeting academic grade-level expectations are identified through the Coordination of Services Team (CST) and Student Success Team (SST) process to receive Tier II and/or Tier III-Level Intervention services and supports by classroom teachers before, during, and/or after the instructional day. Tier II to Tier III-Level Intervention services are provided by classroom teachers during small group instruction, English Language Development, and/or during before/after school tutoring to support students' academic skills in small group settings, including literacy intervention provided by the Literacy Intervention Teacher. In order to address our students' social, emotional, and behavioral needs, the MTSS/CST/SST process is also used to identify students who are in need of receiving individual and/or small group counselling services provided by our school counselor. Students who qualify for Special Education receive Specialized Academic Instruction, Speech and Language support, and/or Counselling support services to meet their academic, language and communication, and/or social/emotional goals identified within their Individualized Education Plans. Students are also given the opportunity, based on need and availability, to enroll and participate in the Oxnard Scholars after school program to receive additional core instruction, academic enrichment, and study skills support.

Here at Juan Lagunas Soria School, we take pride in fostering a safe, positive, and professional learning environment. Our progressive discipline matrix assists teachers and administration with clear guidelines for responding to student behavior at both the classroom and school levels. The Positive Behavior Intervention and Support (PBIS) model concentrating on STOIC (Structure, Teach

expectations, Observe and monitor, Interact positively, and Correct fluently) guides all staff in providing a proactive and positive approach to promoting teacher/student relationships and managing student behavior both in and out of the classroom. Our PBIS/School Safety Team meets on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Juan Lagunas Soria School hosts student assemblies to honor and recognize the hard work and positive choices students make by rewarding students with praise, recognition, and incentives. Due to current COVID-19 health and safety measures and protocols, Juan Lagunas Soria School will seek alternative pathways to engage students in social, team-based activities. While meeting these health and safety measures, our goal is to offer enrichment opportunities, such as athletics program, extracurricular clubs, and student leadership programs, for students to excel in areas outside of academics to the best extent possible.

In order for students to achieve their fullest potential, we fully understand that parent and family engagement plays a critical role in ensuring students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's schooling through a variety of engaging and meaningful educational experiences. The school's Parent and Family Engagement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. When possible, our Back to School Night, Parent Nights, Athletics program, and PTA-sponsored social events further support and foster parental engagement. Moreover, by offering a rigorous academic curriculum taught using data driven instructional practices, by maintaining high expectations for student success, by fostering a safe, positive learning environment, and by strengthening home-school partnerships to increase parent and family engagement, Juan Lagunas Soria School will meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Ongoing data from both formal and informal classroom observations conducted weekly in Kindergarten through 8th grades throughout the school year, along with collaboration with the school site Leadership Team and Community stakeholder committees (School Site Council, ELAC, PTA), assisted with the development of the goals, actions, and services highlighted throughout this School Plan for Student Achievement. Analysis of this classroom observational data highlighted the need for improved, systematic, purposeful, and evidence-based teacher collaboration using both formative and summative data to inform SEI/DLI instruction, identify priority curriculum standards, and develop targeted student intervention and supports; a more robust implementation of the Multi-Tiered Systems of Support Model utilizing a cycle of inquiry approach; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

The school utilizes data from both formative (Star 360 Early Literacy/Reading in English, as well as Spanish for Dual Language Immersion programs, Star 360 Math, CAASPP Interim Assessment Blocks, Writing prompts, ELD assessments, and curriculum-embedded assessments) and summative (CAASPP, ELPAC) assessments at critical points throughout the school year to modify instruction based on Common Core State Standards in order to improve student achievement outcomes for all significant student subgroups.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Within a Professional Learning Community context, grade-level teams will collaborate frequently to analyze data from both formative and summative assessments in order to monitor student achievement and identify key learning targets within the Common Core State Standards to inform and modify instruction. Ongoing monitoring of formative and summative assessment data will also enable grade-level teams to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of intensive, evidence-based small group intervention provided by the classroom teacher and/or Literacy Intervention Teacher during the instructional day or during before or after school tutoring.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered “highly qualified.” This is monitored by the district’s Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is also offered to teachers when new curriculum is adopted and follow up training is available for continuous support with curricular materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and on the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Working together within a Professional Learning Community context, teachers are part of ongoing, grade-level collaborative teams that analyze and discuss formative and summative assessment data from state and local assessments in order to:

1. Identify learning targets and objectives from State-approved, Board-adopted curriculum that are aligned to the Common Core State Standards;
2. Inform effective classroom instruction practices in both Sheltered English Instruction (SEI) and Dual Language Instruction (DLI) contexts;
3. Provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills across all four language domains of reading, writing, listening, and speaking;
4. Integrate instructional technology (e.g., One-to-One devices, Promethean Boards, Hovercams) to enhance student engagement within the current Distance Learning context; and,
5. Develop and implement student support and intervention programs and services for underperforming students.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Collaboration, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis and intervention courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have equal access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based and aligned to the Common Core Standards. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers first provide Tier I-Level standards-based instruction to all students, integrating all four levels of depths of complexity to increase the level of academic rigor throughout all core content areas. Through frequent, ongoing, and evidence-based collaboration, teachers are able to analyze ongoing formative assessment data to progress monitor student achievement and identify underperforming students in need of targeted intervention services. Utilizing the Multi-Tiered System of Supports (MTSS) model, specific and aligned intervention strategies are provided to underperforming students at the Tier I, II and III levels. Students' progress and response to these intervention strategies are closely monitored through the use of pre and post-assessment data during six to eight week long rounds of intensive intervention. Students not meeting the expected intervention outcomes are referred to the Coordination of Services Team (CST) process so that other school personnel (e.g., School Counselor, Outreach Coordinator, Administration) can begin to support the classroom teacher in meeting the students' academic needs. Students who continue not meeting the expected outcomes from intervention will then be referred to the Success Study Team (SST) process wherein the parent becomes an active participant in the decision-making process to identify the necessary Tier II or III-level services that are needed to address the student's academic needs. Students who still do not demonstrate adequate progress after having ongoing intensive and targeted intervention and support may be referred for Special Education assessment if it is suspected that a student has a learning disability that is interfering with the student's ability to perform at grade-level standards.

Evidence-based educational practices to raise student achievement

Classroom teachers integrate evidence-based educational practices to raise student achievement outcomes for all students. These practices may include, but are not limited to, the provision of clearly articulated learning goals based on Common Core State Standards, integrating depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards, use of scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations, the provision of immediate feedback to students, reteaching of core subject matter based on formative assessment data, facilitation of student collaboration and peer modeling strategies, and teachers' belief of every student's ability to achieve success on grade-level Common Core State Standards.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Juan Lagunas Soria School provides several opportunities throughout the school year to strengthen partnerships with family, school, district, and community stakeholders to assist under-achieving students. Parents are encouraged to volunteer in the classroom and in school activities as well as become involved in site-based parent groups such as the School Site Council (SSC), Parent Teachers Association (PTA) and the English Advisory Committee (ELAC). These parent groups play an active role in developing and monitoring school goals. Parent nights engage stakeholders in academic activities to raise awareness and understanding of the expectations set by the Common Core State Standards. Throughout the year, parents will be invited to attend Parent/Teacher Conferences to collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents will also be encouraged to attend Student Success Team meetings if their child has been identified as significantly below grade-level standards or is exhibiting significant needs in social, emotional, and/or behavioral areas. Parent trainings and educational workshops are coordinated and provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. These trainings focus on topics such as parenting classes, parent engagement and advocacy, nutrition classes, bullying, A through G requirements, and how to support students' academics and social-emotional needs. Due to current COVID-19 restrictions, these events will be held virtually to ensure the school is following health and safety guidelines. Fiscal resources provided by the Juan Lagunas Soria PTA assist in supporting standards-based field trips; providing supplemental instructional resources for classroom teachers; supporting student assemblies, extracurricular activities, and athletics; and providing funding for incentives and rewards for students who meet their learning goals and achieve school success.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Juan Lagunas Soria School will continue to prioritize parent and family engagement during the 2021-22 school year. Parents, community representatives, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of ConApp programs. Parent representatives on the School Site Council, English Language Advisory Committee, and Parent Teacher Association are elected on an annual or biennial basis. School or district-adopted bylaws govern the protocols and decision-making process for each of these committees to ensure annual goals and fiscal spending is centered on student success. Throughout the 2021-22 school year, the school staff, community, and governance stakeholder groups will continue to monitor the actions identified to support the SPSA goals and to determine the school's effectiveness of meeting these goals for all students and all significant subgroups (English Learners, Hispanic, Students with Disabilities, and Socioeconomically Disadvantaged). School Site Council and the English Language Advisory Committee meet monthly to discuss and monitor the school's progress towards meeting the SPSA goals, as well as to review the implementation of supports, programs, and services identified within the SPSA. The Principal will meet with classroom teachers and other school personnel on a regular basis to analyze and monitor student achievement data in order to improve curriculum, instruction, and assessment.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Analysis of current and longitudinal student achievement data guides the development of school goals and strategies to further increase achievement outcomes for all students, while also informing the identification, selection, and implementation of categorically funded services to enable underperforming students to meet grade-level Common Core State Standards. At Juan Lagunas Soria School, categorical funding from Title I, III, and LCFF is utilized to support student intervention and enrichment programs aligned with meeting the needs of underperforming students. Specifically, categorical funding is used to provide intensive, small group intervention before, during, and after the instructional day to students identified as not meeting grade-level standards and/or learning goals. Categorical funding supports standards and evidence-based teacher collaboration focused on analyzing and monitoring student achievement data to inform classroom and school-wide instructional programs and practices. Funding also supports the Outreach Coordinator position, who is responsible for coordinating and/or facilitating parent trainings and educational workshops aimed at improving parents' ability to support their children's learning. Funds will be utilized to support the middle school Advancement Via Individual Determination (AVID) program and the Associated Student Body (ASB) student leadership program.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Juan Lagunas Soria School governance stakeholder groups were involved in the development of this School Plan for Student Achievement (SPSA). School Site Council met on October 18 and October 25, 2021 to analyze 2020-21 and current 2021-22 formative student achievement data to align categorical funding to students' academic and social/emotional/behavioral needs. In addition, School Site Council acknowledged the input provided by school staff to support the development of the three SPSA goals and objectives focused on setting high academic standards in Language Arts and Math, providing social/emotional support and fostering a positive and safe school climate, and increasing parent and family engagement. The Principal met with the English Language Advisory Committee on an ongoing basis to review the SPSA and discuss the strategies which focus on increasing parent and family engagement and building English Learners' language proficiency skills to ensure academic success. The school's Parent Teacher Association was also involved in supporting the development of the SPSA by aligning the PTA budget and activities to support the overall goals identified within the SPSA.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Compared to the 2020-21 school year, there has been a slight increase in school allocated funding, approximately \$10,146, for the 2021-22 school year. At the same time, the school district has allocated funding to cover expenditures directly related to school-level operations, including funding for one full-time 8 hour Outreach Coordinator position to support parent and family engagement, the provision of a Literacy Intervention Teacher to support literacy-based Tier II and Tier III-Level intervention for students not meeting grade-level standards, the continuation of a district-wide learning management system (Canvas), and school-wide instructional applications and programs (e.g, ST Math, Lexia, MyOn). Due to the extended COVID-19 restrictions and health and safety guidelines, certain school-related expenditures are currently not applicable, including in-person field trips, athletics, and extra-curricular activities that require parent volunteers. As a result, the only resource inequities that currently exist are those that have been generated by the pandemic and have resulted in protocols and guidelines that restrict certain types of in-person activities and events, as well as opportunities for in-person parent involvement.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	%	0%	0.1%		0	1
African American	1.26%	1.42%	1.6%	13	14	15
Asian	0.87%	1.02%	1.1%	9	10	10
Filipino	1.07%	1.22%	1.5%	11	12	14
Hispanic/Latino	91.28%	91.15%	90.7%	942	896	864
Pacific Islander	0.19%	0.2%	0.3%	2	2	3
White	4.46%	3.97%	3.4%	46	39	32
Multiple/No Response	0.87%	1.02%	1.5%	9	10	14
	Total Enrollment			1,032	983	953

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	93	93	94
Grade 1	95	90	95
Grade 2	101	104	90
Grade 3	116	102	99
Grade 4	96	120	111
Grade 5	116	98	128
Grade 6	133	114	97
Grade 7	140	128	115
Grade 8	142	134	124
Total Enrollment	1,032	983	953

Conclusions based on this data:

From 2018 to 2021, based on ethnicity, there have been only two significant subgroups of students (30 or more students) at Juan Lagunas Soria School: Hispanic/Latino and White. The percent of total of enrollment for each of these two significant subgroups has remained consistent during this time. Based on analysis of student enrollment by grade level between 2018 and 2021, total enrollment has decreased by 79 students. It is important to note that this data reflects school enrollment from three (2018-19) and two (2019-20) years ago. Current Kinder through 8th grade enrollment for the 2021-22 school year is 929. This reflects a further decrease of student enrollment since the 2018-19 school year. As a result, Juan Lagunas Soria School staff will continue to monitor changes in student enrollment and the impact these changes have on the programs and support services provided at each grade-level.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	315	259	260	30.5%	26.3%	27.3%
Fluent English Proficient (FEP)	212	232	210	20.5%	23.6%	22.0%
Reclassified Fluent English Proficient (RFEP)	25	83	33	8.0%	26.3%	12.7%

Conclusions based on this data:

Based on analysis of English Learner enrollment at Juan Lagunas Soria School for the 2018-19 school year, 30.5% of Juan Lagunas Soria School's total student population were English Learners. An additional 8.0% of Juan Lagunas Soria School's total student population during the 2018-19 school year was made up of students who had been redesignated as Reclassified Fluent English Proficient (RFEP) students. While the percentage of English Learners has remained fairly consistent throughout the past three school years from 2018 to 2021, the percentage of students being redesignated as RFEP has fluctuated from 8.0% in 2018-19 to 26.3% in 2019-20 to 12.7% in 2020-21. As a result, Juan Lagunas Soria will continue to provide both Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day, while, at the same time, continue to monitor RFEP students' academic performance in both SEI and DLI instructional settings.

School and Student Performance Data

Star Early Literacy

Juan Lagunas Soria School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	92	6	7%	19	21%	13	14%	54	59%	657
Grade 1	86	25	29%	16	19%	12	14%	33	38%	698
Grade 2	36	22	61%	4	11%	2	6%	8	22%	718

Conclusions based on this data:

Test results have been provided using school/district benchmarks. Based on 2021 Spring Star 360 Star Early Literacy data, 59% of Kindergarten students and 38% of 1st grade students scored at or above benchmark for their grade level. This was the first opportunity during the 2020-2021 school year to administer these assessments to students participating in in-person instruction. These results indicate that students at these grade levels will require further intervention and instructional support to improve their phonemic awareness in order to be able to improve their decoding and reading fluency skills so that they may begin comprehending grade-level passages and texts. The administration of the Star Early Literacy formative assessment is optional in 2nd grade, hence, the limited data available at this grade level in comparison to Kindergarten and 1st grade. However, it is important to note that out of the 36 students who completed this assessment, 61% of students fell within the Urgent Intervention range, making a strong case for the need for reading intervention and support in 2nd grade and up. By analyzing Star 360 formative assessment data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will identify students' skill deficits in the area of language arts so that they may strategically provide students opportunities during Tier I level instruction to address their specific literacy needs through an accelerated learning instructional model. Throughout the school year, teachers will continue to progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Teachers will also continue to promote students' participation and engagement with Lexia, which serves as an additional individualized intervention program for targeting and building students' literacy skills.

School and Student Performance Data

Star Reading

Juan Lagunas Soria School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Reading Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	91	19	21%	15	16%	13	14%	44	48%	2.9	298
Grade 3	90	20	22%	20	22%	23	26%	27	30%	2.6	351
Grade 4	103	26	25%	14	14%	11	11%	52	50%	2.9	464
Grade 5	126	27	21%	22	17%	21	17%	56	44%	2.8	575
Grade 6	96	23	24%	18	19%	11	11%	44	46%	2.8	674
Grade 7	107	20	19%	21	20%	24	22%	42	39%	2.8	752
Grade 8	120	40	33%	21	18%	21	18%	38	32%	2.5	742

Conclusions based on this data:

Tests results have been provided using school/district benchmarks. Based on the 2021 Spring Star 360 Reading data, the percentage of students scoring at or above benchmark for each grade level ranges from 30% (3rd Grade) to 50% (4th Grade). Similar to the Star Early Literacy assessment data, these results further support the need for literacy intervention and support across all grade levels and across all tiers of instruction (MTSS Tier I, II, and III) in order to improve students' language proficiency skills. By analyzing Star 360 formative assessment data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will identify students' skill deficits in the area of language arts so that they may strategically provide students opportunities during Tier I level instruction to address their specific literacy needs through an accelerated learning instructional model. Throughout the school year, teachers will continue to progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Teachers will also continue to promote students' participation and engagement with Lexia, which serves as an additional individualized intervention program for targeting and building students' literacy skills.

School and Student Performance Data

Star Math

Juan Lagunas Soria School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	63	12	19%	9	14%	8	13%	34	54%	3	365
Grade 2	49	11	22%	7	14%	12	24%	19	39%	2.8	466
Grade 3	92	11	12%	26	28%	17	18%	38	41%	2.9	539
Grade 4	111	20	18%	25	23%	19	17%	47	42%	2.8	602
Grade 5	122	30	25%	23	19%	22	18%	47	39%	2.7	654
Grade 6	96	25	26%	18	19%	16	17%	37	39%	2.7	703
Grade 7	106	23	22%	18	17%	25	24%	40	38%	2.8	721
Grade 8	121	36	30%	31	26%	14	12%	40	33%	2.5	720

Conclusions based on this data:

Tests results have been provided using school/district benchmarks. Based on the 2021 Spring Star 360 Math data, the percentage of students scoring at or above benchmark for each grade level ranges from 33% (8th Grade) to 54% (1st Grade). These results further support the need for math intervention and support across all grade levels and across all tiers of instruction (MTSS Tier I, II, and III) in order to improve students' mathematics proficiency skills. By analyzing Star 360 formative assessment data at the classroom and grade level, teachers, working collaboratively with their peers in Grade Level PLCs, will identify students' skill deficits in the area of mathematics so that they may strategically provide students opportunities during Tier I level instruction to address their specific needs in the area of mathematics through an accelerated learning instructional model. Throughout the school year, teachers will continue to progress monitor student achievement to inform instruction and to ensure students receive the appropriate levels of scaffolding and support to successfully access grade-level content standards. Teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program as well as continue to promote students' participation and engagement with ST Math, which serves as an additional instructional resource for building students' mathematical reasoning skills.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Language Arts and Math

LEA/LCAP Goal

All students will reach high academic standards in reading and mathematics.

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

To increase the capacity of teachers to deliver effective data-driven instruction.
 To provide equipment, materials and technology resources that support high quality instruction.
 To provide opportunities for teachers to collaborate to improve teaching and learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2018-19 CAASPP Data (All Students): Met/Exceeded: 48.8% Nearly Met: 22.3% Not Met: 28.89%	2021-22 CAASPP Expected Outcomes (All Students): Met/Exceeded: 58.8% Nearly Met: 22.3% Not Met: 18.89%
CAASPP Math	2018-19 CAASPP Data (All Students): Met/Exceeded: 24.49% Nearly Met: 31.41% Not Met: 43.8%	2021-22 CAASPP Expected Outcomes (All Students): Met/Exceeded: 34.49% Nearly Met: 31.41% Not Met: 33.8%
ELPAC	Based on 2018-19 ELPAC Overall Language data: 4.31% of all students scored at Level 1 (Beginning Stage) 32.33% of students scored at Level 2 (Somewhat Developed) 43.97% of students scored at Level 3 (Moderately Developed) 19.4% of students scored at Level 4 (Well Developed).	2021-22 ELPAC Expected Outcomes (All Students for Overall Language): Decrease percentages of students scoring at Level 1 and Level 2 to 2% and 24.33% respectively.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Early Literacy 2021-22 Baseline Data (Fall, 2021)	<p>Kindergarten Fall 2021 Baseline Data (English; N=85): At/Above Benchmark: 29% Below Benchmark: 71%</p> <p>Kindergarten Fall 2021 Baseline Data (Spanish; N=55): At/Above Benchmark: 42% Below Benchmark: 58%</p> <p>1st Grade Fall 2021 Baseline Data (English; N=87): At/Above Benchmark: 37% Below Benchmark: 63%</p> <p>1st Grade Fall 2021 Baseline Data (Spanish; N=43): At/Above Benchmark: 35% Below Benchmark: 65%</p>	<p>Kindergarten 2021-22 Expected Outcomes (English): At/Above Benchmark 34% (Winter); 39% (Spring) Below Benchmark: 66% (Winter); 61% (Spring)</p> <p>Kindergarten 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 47% (Winter); 52% (Spring) Below Benchmark: 53% (Winter); 48% (Spring)</p> <p>1st Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 42% (Winter); 47% (Spring) Below Benchmark: 58% (Winter); 53% (Spring)</p> <p>1st Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 40% (Winter); 45% (Spring) Below Benchmark: 60% (Winter); 55% (Spring)</p>
STAR 360 Reading 2021-22 Baseline Data (Fall, 2021)	<p>2nd Grade Fall 2021 Baseline Data (English; N=91): At/Above Benchmark: 34% Below Benchmark: 66%</p> <p>2nd Grade Fall 2021 Baseline Data (Spanish; N=44): At/Above Benchmark: 36% Below Benchmark: 64%</p> <p>3rd Grade Fall 2021 Baseline Data (English; N=84): At/Above Benchmark: 32% Below Benchmark: 68%</p> <p>3rd Grade Fall 2021 Baseline Data (Spanish; N=42): At/Above Benchmark: 33% Below Benchmark: 67%</p>	<p>2nd Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 39% (Winter); 44% (Spring) Below Benchmark: 61% (Winter); 56% (Spring)</p> <p>2nd Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 41% (Winter); 46% (Spring) Below Benchmark: 59% (Winter); 54% (Spring)</p> <p>3rd Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 37% (Winter); 42% (Spring) Below Benchmark: 63% (Winter); 58% (Spring)</p>

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

4th Grade Fall 2021 Baseline Data (English; N=103):
At/Above Benchmark: 40%
Below Benchmark: 60%

4th Grade Fall 2021 Baseline Data (Spanish; N=42):
At/Above Benchmark: 24%
Below Benchmark: 76%

5th Grade Fall 2021 Baseline Data (English; N=101):
At/Above Benchmark: 38%
Below Benchmark: 62%

5th Grade Fall 2021 Baseline Data (Spanish; N=42):
At/Above Benchmark: 50%
Below Benchmark: 50%

6th Grade Fall 2021 Baseline Data (English; N=125):
At/Above Benchmark: 41%
Below Benchmark: 59%

6th Grade Fall 2021 Baseline Data (Spanish; N=56):
At/Above Benchmark: 45%
Below Benchmark: 55%

7th Grade Fall 2021 Baseline Data (English; N=109):
At/Above Benchmark: 39%
Below Benchmark: 61%

7th Grade Fall 2021 Baseline Data (Spanish; N=47):
At/Above Benchmark: 30%
Below Benchmark: 70%

8th Grade Fall 2021 Baseline Data (English, N=106):
At/Above Benchmark: 45%
Below Benchmark: 55%

8th Grade Fall 2021 Baseline Data (Spanish; N=57):
At/Above Benchmark: 49%
Below Benchmark: 51%

3rd Grade 2021-22 Expected Outcomes (Spanish):
At/Above Benchmark 38% (Winter); 43% (Spring)
Below Benchmark: 62% (Winter); 57% (Spring)

4th Grade 2021-22 Expected Outcomes (English):
At/Above Benchmark 45% (Winter); 50% (Spring)
Below Benchmark: 55% (Winter); 50% (Spring)

4th Grade 2021-22 Expected Outcomes (Spanish):
At/Above Benchmark 29% (Winter); 34% (Spring)
Below Benchmark: 71% (Winter); 66% (Spring)

5th Grade 2021-22 Expected Outcomes (English):
At/Above Benchmark 43% (Winter); 48% (Spring)
Below Benchmark: 57% (Winter); 52% (Spring)

5th Grade 2021-22 Expected Outcomes (Spanish):
At/Above Benchmark 55% (Winter); 60% (Spring)
Below Benchmark: 45% (Winter); 40% (Spring)

6th Grade 2021-22 Expected Outcomes (English):
At/Above Benchmark 46% (Winter); 51% (Spring)
Below Benchmark: 54% (Winter); 49% (Spring)

6th Grade 2021-22 Expected Outcomes (Spanish):
At/Above Benchmark 50% (Winter); 55% (Spring)
Below Benchmark: 50% (Winter); 45% (Spring)

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>7th Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 44% (Winter); 49% (Spring) Below Benchmark: 56% (Winter); 51% (Spring)</p> <p>7th Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 35% (Winter); 40% (Spring) Below Benchmark: 65% (Winter); 60% (Spring)</p> <p>8th Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 50% (Winter); 55% (Spring) Below Benchmark: 50% (Winter); 45% (Spring)</p> <p>8th Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 54% (Winter); 59% (Spring) Below Benchmark: 46% (Winter); 41% (Spring)</p>
<p>STAR 360 Math 2021-22 Baseline Data (Fall, 2021)</p>	<p>1st Grade Fall 2021 Baseline Data (English; N=60): At/Above Benchmark: 45% Below Benchmark: 55%</p> <p>1st Grade Fall 2021 Baseline Data (Spanish; N=43): At/Above Benchmark: 72% Below Benchmark: 28%</p> <p>2nd Grade Fall 2021 Baseline Data (English; N=46): At/Above Benchmark: 24% Below Benchmark: 76%</p> <p>2nd Grade Fall 2021 Baseline Data (Spanish; N=47): At/Above Benchmark: 57% Below Benchmark: 43%</p>	<p>1st Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 50% (Winter); 55% (Spring) Below Benchmark: 50% (Winter); 45% (Spring)</p> <p>1st Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 77% (Winter); 82% (Spring) Below Benchmark: 23% (Winter); 18% (Spring)</p> <p>2nd Grade 2021-22 Expected Outcomes (English): At/Above Benchmark 29% (Winter); 34% (Spring) Below Benchmark: 71% (Winter); 66% (Spring)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3rd Grade Fall 2021 Baseline Data (N=75): At/Above Benchmark: 29% Below Benchmark: 71%</p> <p>4th Grade Fall 2021 Baseline Data (N=102): At/Above Benchmark: 20% Below Benchmark: 80%</p> <p>5th Grade Fall 2021 Baseline Data (N=100): At/Above Benchmark: 13% Below Benchmark: 87%</p> <p>6th Grade Fall 2021 Baseline Data (N=123): At/Above Benchmark: 9% Below Benchmark: 91%</p> <p>7th Grade Fall 2021 Baseline Data (N=107): At/Above Benchmark: 12% Below Benchmark: 88%</p> <p>8th Grade Fall 2021 Baseline Data (N=105): At/Above Benchmark: 10% Below Benchmark: 90%</p>	<p>2nd Grade 2021-22 Expected Outcomes (Spanish): At/Above Benchmark 62% (Winter); 67% (Spring) Below Benchmark: 38% (Winter); 33% (Spring)</p> <p>3rd Grade 2021-22 Expected Outcomes: At/Above Benchmark 34% (Winter); 39% (Spring) Below Benchmark: 66% (Winter); 61% (Spring)</p> <p>4th Grade 2021-22 Expected Outcomes: At/Above Benchmark 25% (Winter); 30% (Spring) Below Benchmark: 75% (Winter); 70% (Spring)</p> <p>5th Grade 2021-22 Expected Outcomes: At/Above Benchmark 18% (Winter); 23% (Spring) Below Benchmark: 82% (Winter); 77% (Spring)</p> <p>6th Grade 2021-22 Expected Outcomes: At/Above Benchmark 14% (Winter); 19% (Spring) Below Benchmark: 86% (Winter); 81% (Spring)</p> <p>7th Grade 2021-22 Expected Outcomes: At/Above Benchmark 17% (Winter); 22% (Spring) Below Benchmark: 83% (Winter); 78% (Spring)</p> <p>8th Grade 2021-22 Expected Outcomes: At/Above Benchmark 15% (Winter); 20% (Spring) Below Benchmark: 85% (Winter); 80% (Spring)</p>

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School will provide staff with materials, supplies, and professional development to support teacher collaboration and full implementation of district-wide curriculum for both Sheltered English Instruction (SEI) and Dual Language Immersion (DLI) instructional settings, enhance classroom instruction and technology, and reward students with academic incentives.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
58166	LCFF 4000-4999: Books And Supplies Warehouse charges, Publication Charges, Supplemental Instructional Materials and Supplies
10000	LCFF 4000-4999: Books And Supplies Technology (e.g., Computer equipment, Printers, headphones, software)
2500	LCFF 5700-5799: Transfers Of Direct Costs Graphics
250	LCFF 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions, Licenses, Apps
8926	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for teacher collaboration, professional development, training
3300	LCFF 5000-5999: Services And Other Operating Expenditures Professional Development expenses for Certificated and Classified Staff

500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Shred-it: Paper Shredding & Document Destruction Services
7300	Title I 4000-4999: Books And Supplies Supplemental Instructional Materials and Supplies
300	Title I 5800: Professional/Consulting Services And Operating Expenditures Instructional Registration/Entrance Fees (e.g, Spelling Bee)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student achievement and identify students who are in need of targeted intervention and support to address academic needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6080

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Floating Certificated Subs for Teacher Release to attend CST, SST, and Data Analysis meetings

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will provide English Learners daily designated and integrated English Language Development instruction using effective instructional strategies (e.g., SIOPI) and district adopted curriculum.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7125	Title III 5000-5999: Services And Other Operating Expenditures Professional Development costs
6080	Title III 1000-1999: Certificated Personnel Salaries Extra hours for Certificated Teachers to attend professional development
5000	Title III 4000-4999: Books And Supplies Spanish literacy texts to support English Learners' and Redesignated Fluent English Proficient (RFEP) students' primary language acquisition
1175	Title III 4000-4999: Books And Supplies Instructional materials and supplies to support the implementation of ELD instruction

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The After School Program will be offered to students to provide academic enrichment, collaborative learning and hands-on learning activities.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES 1000-1999: Certificated Personnel Salaries

	After School Program staffing costs
	ASES 4000-4999: Books And Supplies After School Program instructional materials and related expenses

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the RTI/MTSS model through the CST and SST process in order to provide Tier I, II, and III-level interventions to underperforming students in ELA and Math during Core Instruction, ELD, and before/after school tutoring.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries One Literacy Intervention Teacher to facilitate Tier II and Tier III-level small group instruction and intervention
35500	Title I 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring and Intervention
	District Funded 1000-1999: Certificated Personnel Salaries Two Kindergarten paraeducators to support small group instruction
6092	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring and Intervention
1995	LCFF 2000-2999: Classified Personnel Salaries Paraeducator substitutes

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Support registration fee expenses related to grade-level field trips that are aligned to Common Core State Standards and/or School Strand Focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2500

LCFF
5800: Professional/Consulting Services And Operating Expenditures
Field Trip Registration Fees

2500

LCFF
5700-5799: Transfers Of Direct Costs
Field Trip Transportation Costs

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue maintenance agreement for duplo machine and copy machines to make copies to support implementation of district adopted curriculum for all core subjects and ELD.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2125

LCFF
5000-5999: Services And Other Operating Expenditures
Duplo Maintenance Agreement

2510

LCFF
4000-4999: Books And Supplies
Duplo materials and supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

CAASPP Interim Assessment Blocks, curriculum-based unit assessments, and other formative assessments (STAR 360, ELA, Math, ELD) will be utilized to assess and progress monitor all students in Reading, Writing, Math, and ELD throughout the school year, in addition to the annual summative SBAC and ELPAC assessments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
5800: Professional/Consulting Services And Operating Expenditures
District-wide Renaissance licensing, CAASPP Participation, and Curriculum Assessment costs

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the Accelerated Reader Program and MyON programs school-wide, while providing students access to books leveled by AR reading levels within the school library to support students' literacy skills.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures
District-wide Renaissance contract

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries

	Library Media Tech Salary
2500	LCFF 4000-4999: Books And Supplies AR Rewards and Incentives
6500	Title I 4000-4999: Books And Supplies Books (library and classroom sets)
931	LCFF 2000-2999: Classified Personnel Salaries Classified Extra Hours/Extra Help for Library Media-Tech

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education

Strategy/Activity

Monitor students with special needs' progress on annual goals and objectives in ELA, Math, ELD, Language/Communication, Motor Skills Development, and/or Social/Emotional, determine free and appropriate public education, and make evidence-based decisions on students' least restrictive environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

6080

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Certificated substitute teachers to release
General Education and Special Education
classroom teachers to hold initial, annual and
triennial IEP meetings

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Implement the District Master Plan for English Learners.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will continue the implementation of a systematic writing process (K-8) based on the California Common Core Writing Standards.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
None Specified
No cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, Science, Social Studies, and ELD; reinforce students' literacy skills; and enhance students' involvement in the school's Technology, Arts, and Language (Te.A.L.) Strand Focus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

[Empty box for Amount(s)]

[Empty box for Source(s)]

5200	Title I 5800: Professional/Consulting Services And Operating Expenditures Newsela school-wide license
4491	Title I 5800: Professional/Consulting Services And Operating Expenditures BrainPop, BrainPop Jr., BrainPop ELL, BrainPop Espanol school-wide license
5523	Title I 5800: Professional/Consulting Services And Operating Expenditures IXL school-wide license (Year 3 of 3 year contract)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia for ELA district-wide license
	District Funded 5800: Professional/Consulting Services And Operating Expenditures ST Math district-wide license
4300	Title I 5800: Professional/Consulting Services And Operating Expenditures Pear Deck school-wide license

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

A Teacher Liaison will be designated to coordinate communication with the After School Program and help the program support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff in ELA and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES
1000-1999: Certificated Personnel Salaries

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will support an active Associated Student Body (ASB). ASB students will participate in leadership/professional development opportunities

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

1000

LCFF
5800: Professional/Consulting Services And Operating Expenditures
Student Leadership/professional development

1000

LCFF
5000-5999: Services And Other Operating Expenditures
ASB Insurance

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The site will hold Awards Assemblies for students each trimester to recognize and reward student academic achievement. DLI students will be recognized for meeting biliteracy benchmarks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3500

LCFF
4000-4999: Books And Supplies
Academic Incentives and Awards

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all students in grades 6-8

Strategy/Activity

The site will offer Middle School Students the opportunity to enroll in rigorous elective courses and promote activities which support and promote college and career readiness. AVID elective will be offered to 6-8 grade students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 5700-5799: Transfers Of Direct Costs AVID Field Trips (Transportation Fees)
500	LCFF 5800: Professional/Consulting Services And Operating Expenditures AVID Field Trips (Expense Fees)
	District Funded 1000-1999: Certificated Personnel Salaries AVID Tutors
2000	LCFF 4000-4999: Books And Supplies AVID Instructional Materials
2626	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours For Teachers to attend AVID Training
1174	LCFF 2000-2999: Classified Personnel Salaries AVID Tutor extra hours to support 6th - 8th grade AVID program
1700	LCFF 5000-5999: Services And Other Operating Expenditures AVID Training Registration Fees

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will continue to promote students' involvement in the school's Technology, Arts, and Language (Te.A.L.) Strand Focus and the Next Generation Science Standards, including, but not limited to, middle school electives, music, and the school garden.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

5000

LCFF
4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in 8th Grade

Strategy/Activity

The site will continue to strengthen partnerships with the surrounding high schools in order to support 8th grade students' transition to 9th grade.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

500

LCFF
4000-4999: Books And Supplies
Materials expenses to promote 8th grade students' transition to high school

1216

LCFF
1000-1999: Certificated Personnel Salaries
Extra hours for teachers and counselor to support 8th grade students' transition to high school

67

LCFF
2000-2999: Classified Personnel Salaries

Extra hours for ORC to support 8th grade students' transition to high school

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in 7th and 8th Grades

Strategy/Activity

Counselor and the Site Administration will hold student support meetings with 7th and 8th grade students who are not meeting proficiency in core academic areas.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Included in salaries for School Counselor and
Site Administration

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The site will continue to support extracurricular activities (e.g., athletics, clubs) to promote student involvement and engagement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2000

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Sports Registration Fees

3040

LCFF
1000-1999: Certificated Personnel Salaries

	Certificated Extra Hours for coordinating extracurricular activities
2000	LCFF 4000-4999: Books And Supplies Materials and supplies

Strategy/Activity 22

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE students

Strategy/Activity

The site will continue to provide opportunities for academic enrichment for students identified as GATE.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 4000-4999: Books And Supplies Supplemental instructional materials and supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Ongoing analysis of Star 360 student achievement data throughout the 2020-21 school year highlighted concerns with the reliability and validity of Star 360 formative assessment data due to the affects of both Distance Learning during Trimesters 1 and 2 and Hybrid Learning during Trimester 3 with assessments primarily being administered remotely. In addition, students in grades 3-8 did not participate in the statewide summative CAASPP assessment so 2020-21 data was not available for analysis. English Learners did participate in the statewide summative ELPAC assessment, but statewide data is not yet available for analysis. Despite the challenges Juan Lagunas Soria School staff had with progress monitoring students' academic achievement performance as a result of the COVID-19 pandemic and the limited amount of in-person instructional minutes throughout the 2020-21 school year, school staff were successful with

focusing instruction on core subject matter; emphasizing priority standards across each grade level. Teachers were able to collaborate frequently within Professional Learning Community grade-level teams to identify key learning targets within the Common Core State Standards to target and modify instruction based on students' needs, as well as share best practices for engaging students within a Distance Learning environment. Utilizing a Multi-Tiered System of Supports model approach, grade-level teams were also able to identify, through the Coordination of Services Team (CST) and Student Success Team (SST) process, students in need of small group intervention throughout the instructional day. Teachers also embedded daily office hours to provide students academic support, as well as provide parents support with understanding how they are able to monitor their child's progress through Canvas.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget expenditures were aligned with the intended implementation of the 2020-21 school plan. Juan Lagunas Soria School continues to focus on building strong academic foundations for all students while tightening and being more purposeful and systematic with evidence-based teacher collaboration and instructional strategies.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Analysis of the 2020-21 SPSA and school achievement outcomes resulted in the continued need for improved, systematic, purposeful, and evidence-based collaboration; an increased number of common formative assessment benchmarks to more closely progress monitor student achievement; an emphasis on academic writing across all core subject areas; and continued focus on integrating Mathematical Mindset strategies to promote students' critical thinking and problem solving skills in the area of Mathematics. As a result of actions taken during 2020-21 school year due to COVID-19, teachers will continue to utilize Canvas and other digital instructional resources (e.g., Lexia, ST Math) to improve instructional strategies and programs in order to ensure student success.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Goal 2

The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug-free and conducive to learning.

Identified Need

To decrease the suspension rate
 To increase positive behavior
 To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student Suspensions	2019-20 Student Suspensions (All Students): 30	Total suspensions will remain below 15 students during the 2021-22 school year.
Student Attendance	2018-19 Chronic Absenteeism Rate: 4.6%	Chronic Absenteeism Rate will decrease to 4.0% during the 2021-22 school year.
Social/Emotional Learning	<p>Spring 2021 Baseline Panorama Survey Results (All Students)</p> <p>Grades K-2 based on Teacher Perception (N=268) Social Awareness: 83% Emotion Regulation: 81% Self-Management: 52%</p> <p>Grades 3-5 (N=223) Teacher-Student Relationships: 80% Sense of Belonging: 77% Self-Management: 72% Social Awareness: 71% Growth Mindset: 59% Emotional Regulation: 47%</p>	<p>2021-22 Expected Outcomes: Increase Panorama Survey Results by 5%</p> <p>Grades K-2 based on Teacher Perception Social Awareness: 88% Emotion Regulation: 86% Self-Management: 57%</p> <p>Grades 3-5 Teacher-Student Relationships: 85% Sense of Belonging: 82% Self-Management: 77% Social Awareness: 76% Growth Mindset: 64% Emotional Regulation: 52%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grades 6-8 (N=206) Self-Management: 77% Teacher-Student Relationships: 74% Social Awareness: 69% Growth Mindset: 60% Sense of Belonging: 57% Emotional Regulation: 56%	Grades 6-8 Self-Management: 82% Teacher-Student Relationships: 79% Social Awareness: 74% Growth Mindset: 65% Sense of Belonging: 62% Emotional Regulation: 61%

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Attendance rates will be monitored and MiniSARB meetings will be held for those students with excessive tardies or absences.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
 2000-2999: Classified Personnel Salaries
 Outreach Coordinator Salary

District Funded
 2000-2999: Classified Personnel Salaries
 Attendance Tech Salary

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And Operating Expenditures
PBIS Training for all staff, including Campus Supervisors

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue Campus Supervision to ensure safety of all students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Campus Supervisor Salaries

15473

LCFF
2000-2999: Classified Personnel Salaries
Campus Supervisor Extra Help/Overtime

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Office and custodial staff will effectively maintain daily school operations to respond to student safety needs, monitor student attendance, and assist in documenting and filing incident reports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
12706	LCFF 2000-2999: Classified Personnel Salaries Clerical Overtime, Substitutes and Extra Help
6020	LCFF 2000-2999: Classified Personnel Salaries Custodial Overtime

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Students, staff, and parents will participate in the district-wide Panorama Survey for data collection related to social-emotional health.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded None Specified Panorama Contract

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

This goal pertains to all Middle School students.

Strategy/Activity

School staff will promote a Tobacco, Alcohol, and Drug-Free school campus.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Materials and supplies to promote positive middle school student decision-making and healthy choices
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Recognize and reward students for positive behavior and positive student attendance during trimester and end of year Awards Assemblies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	LCFF 4000-4999: Books And Supplies Attendance Incentives and Awards

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementing the RTI/MTSS model using the CST and SST process in order to monitor student attendance, counseling, and discipline data in order to identify students who are in need of targeted intervention and support to address social/emotional/behavioral needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Attendance Tech Salary
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
	District Funded 1000-1999: Certificated Personnel Salaries School Counselor Salary

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

All staff and students will participate in monthly emergency preparedness drills: fire, earthquake, and lock down drills, including one annual evacuation drill.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Ensure administrative site coverage when Principal and Assistant Principal are absent or off site.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

608

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries
Administrative Support / Extra Help

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The PBIS Committee will monitor the Comprehensive School Safety Plan and make revisions as necessary to improve ongoing emergency disaster preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Implement CHAMPS to promote student safety and team building during recess, lunch, and transitions (if applicable). Purchase and monitor inventory of recess and PE equipment to provide playground activities for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500

Source(s)

LCFF

4000-4999: Books And Supplies
Playground/PE Equipment Expenses

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Monitor student drop off/pick up procedures and make changes as necessary to ensure student safety, reduce hazards, and alleviate traffic congestion.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500

Source(s)

LCFF
4000-4999: Books And Supplies
Purchase equipment necessary such as cones, bull horns, safety vests, etc.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Provide research-based individual and small group counselling services to students in need of social/emotional support.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
School Counselor Salary

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Administration, ORC, and Counselor will hold assemblies with students in grades K-8 as needed in order to review school rules and expectations.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooting, Bullying Prevention, and Threat Assessment training.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Outreach Coordinator will connect with and support students and families to improve student attendance and engagement, while, at the same time, supporting students' social and emotional learning and wellbeing.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries Salary and Extra Hours for a full-time 8 hour Outreach Coordinator position to support student attendance, engagement, and social/emotional wellbeing.

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

During the 2020-21 school year, with the support of the Outreach Coordinator, the Attendance Tech, and front office staff, Juan Lagunas Soria School was able to maintain relatively high student attendance rates compared to other schools in the Oxnard School District despite the challenges faced during the COVID-19 pandemic with engaging students in a Distance Learning environment. The Outreach Coordinator, School Counselor, Attendance Tech, Assistant Principal and/or Principal met regularly to monitor student attendance, identified students at-risk of being identified as chronically absent, and developed and implemented appropriate and meaningful supports,

services, and incentives to increase students' positive attendance. School staff provided support to families and recommended and/or referred students or parents to Ventura County-based social services, counseling, or other community-based services or programs in order to offer families support with addressing barriers which negatively impacted student attendance.

In terms of addressing our students' social, emotional, and behavioral needs, students were identified through the CST and SST process to receive individual and/or small group counseling services provided by the school counselor. The Positive Behavior Intervention and Support model guided staff in providing a proactive and positive approach to managing student behavior both in and out of the classroom learning environment, whether virtually or in person. Our PBIS/School Safety Team met on an ongoing basis to analyze student discipline data, identify areas of focus, and provide recommendations to school staff in order to strengthen our school's positive learning environment. Trimester Awards Assemblies honored and recognized the hard work and positive choices students made by rewarding students with praise, recognition, and incentives.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget expenditures aligned to the intended implementation of the 2020-21 school plan. Juan Lagunas Soria School continues to focus on building strong foundations in social and emotional learning supports, while ensuring a safe and positive school climate for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the analysis of the 2020-21 SPSA, chronic absenteeism and suspension rate data, the Juan Lagunas Soria School PBIS committee will analyze student discipline data more frequently to identify areas of focus and provide recommendations to school staff in order to strengthen our school's positive learning environment. The committee will also collaborate with school staff to develop learning activities that reinforce school-wide expectations for student behavior across all areas of the campus, including the playground, hallways, bathrooms, cafeteria, and front office. Juan Lagunas Soria school staff will focus on implementing the more comprehensive STOIC model, rather than just specifically focusing on CHAMPS as its PBIS approach strategy.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Goal 3

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities.
To facilitate parent involvement in the educational and social-emotional well-being of their children.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Engagement	N/A	Due to current COVID-19 restrictions, parent volunteers are not allowed on campus. Juan Lagunas School will continue to identify and promote alternative opportunities for parents to be involved in school-related activities (e.g., virtual meetings/events).

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue providing essential programs and support services (e.g., parent training and education) to identified students and families.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary
665	LCFF 2000-2999: Classified Personnel Salaries Babysitting Costs if possible

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Continue implementing the school's Parent Compact and Parent Involvement Policy to strengthen home-school partnerships.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Continue coordinating monthly ELAC meetings to support English Learners and families, provide parent education, promote college and career readiness, and improve parent involvement.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
665	LCFF 2000-2999: Classified Personnel Salaries Babysitting if possible
665	LCFF 2000-2999: Classified Personnel Salaries Verbal Translation Costs
1000	Title III 5700-5799: Transfers Of Direct Costs Field Trip Transportation costs
500	Title III 5800: Professional/Consulting Services And Operating Expenditures Field Trip Registration fees
500	LCFF 4000-4999: Books And Supplies Materials and supplies; Parent Engagement Incentives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

The School Site will host Back to School Night, Parent Orientations, as well as Parent Nights focusing on Literacy, Math, and/or Strand Focus (Technology, Arts, & Language), to increase parent involvement in students' educational programs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1216	LCFF 1000-1999: Certificated Personnel Salaries Certificated Extra Hours to support Parent Nights
665	LCFF

2000-2999: Classified Personnel Salaries
Verbal Translation Costs

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students in the After School Program

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and schoolwork.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

ASES
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours

ASES
4000-4999: Books And Supplies
Supplies

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Throughout the 2020-21 school year, parents were invited to attend virtual events to increase their engagement with the school. Juan Lagunas Soria School facilitated Parent/Teacher Conferences so that parents could collaborate with their child and their child's teacher to review achievement data and identify strategies for improving student success. Parents attended Student Success Team meetings if their child was identified as significantly below grade-level standards or exhibited significant needs in social, emotional, and/or behavioral areas. Parent training and education was provided by the school's Outreach Coordinator to improve parents' ability to support their children's learning. Fiscal resources provided by the Juan Lagunas Soria School PTA assisted in providing supplemental instructional resources for classroom teachers.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Budget expenditures were aligned with the intended implementation of the 2020-21 school plan. Due to the ongoing health and safety protocols as a result of the COVID-19 pandemic, Juan Lagunas Soria School continues to identify alternative strategies to build strong parent and family engagement in order to support student success for all students.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on analysis of the 2020-21 SPSA and school outcomes, Juan Lagunas Soria School staff will continue to focus on fostering creative and alternative ways for parents to get involved and support their child's education. The school will also provide supports and/or training to parents to increase their knowledge and skills with utilizing technology, the district-adopted Learning Management System (e.g., Canvas), and supplemental instructional applications and subscriptions (e.g., Lexia, ST Math) that teachers are using to support in-person learning.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$89,994.00
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	\$283,455.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount (\$)
Title I	\$69,114.00
Title III	\$20,880.00

Subtotal of additional federal funds included for this school: \$89,994.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount (\$)
LCFF	\$187,369.00
LCFF - Intervention	\$6,092.00

Subtotal of state or local funds included for this school: \$193,461.00

Total of federal, state, and/or local funds for this school: \$283,455.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	69,114.00	0.00
Title III	20,880.00	0.00
LCFF	187,369.00	0.00
LCFF - Intervention	6,092.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	187,369.00
LCFF - Intervention	6,092.00
Title I	69,114.00
Title III	20,880.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	29,792.00
2000-2999: Classified Personnel Salaries	LCFF	41,026.00
4000-4999: Books And Supplies	LCFF	95,676.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,125.00
5700-5799: Transfers Of Direct Costs	LCFF	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	6,750.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	6,092.00
1000-1999: Certificated Personnel Salaries	Title I	35,500.00
4000-4999: Books And Supplies	Title I	13,800.00

5800: Professional/Consulting Services And Operating Expenditures	Title I	19,814.00
1000-1999: Certificated Personnel Salaries	Title III	6,080.00
4000-4999: Books And Supplies	Title III	6,175.00
5000-5999: Services And Other Operating Expenditures	Title III	7,125.00
5700-5799: Transfers Of Direct Costs	Title III	1,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	236,772.00
Goal 2	40,807.00
Goal 3	5,876.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Dr. Andres Santamaria	Principal
Kelley Elrod	Classroom Teacher
Alec Hess	Classroom Teacher
GinaMarie Alvarez	Classroom Teacher
Naomi Aguilera	Other School Staff
Eva Gomez	Parent or Community Member
Maria Magana	Parent or Community Member
Liz Robles-Ramirez	Parent or Community Member
Veronica Munoz	Parent or Community Member
Patricia Washington	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council: Principal, Dr. Andres P. Santamaria
	English Learner Advisory Committee: President, Mrs. Alejandra Lujano

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 25, 2021.

Attested:

	Principal, Dr. Andres Santamaria on 10/25/2021
	SSC Chairperson, Mrs. Eva Gomez on 10/25/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

Briefly describe the purpose of this plan by selecting from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Description

Briefly describe the school's plan for effectively meeting ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**asurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
	School Site Council: Principal, Dr. Andres P. Santamaria
	English Learner Advisory Committee: President, Mrs. Alejandra Lujano

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 25, 2021.

Attested:

	Principal, Dr. Andres Santamaria on 10/25/2021
	SSC Chairperson, Mrs. Eva Gomez on 10/25/2021

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section D: Action Items

Approval of Oxnard School District's Parent & Family Engagement Policy (DeGenna/Ruvalcaba)

The Board of Trustees will receive a presentation on the recommended Oxnard School District Parent and Family Engagement Policy. this policy shall be incorporated into the district's plan developed under ESSA Section 1112. The policy describes the district's expectations and objectives for meaningful parental and family involvement, and how the agency will engage parents and families in the development, implementation and annual evaluation of the content and effectiveness of the district's plan.

FISCAL IMPACT:

N/A

RECOMMENDATION:

Is is the recommendation of the Assistant Superintendent, Educational Services and the Manager of Equity, Family and Community Engagement that the Board approve the recommended district's Parent and Family Engagement Policy.

ADDITIONAL MATERIALS:

Attached: [OSD's Parent and Family Engagement Policy-FINAL.pdf](#)
[Oxnard School District's Proposed Parent and Family Engagement Policy-FINAL.pdf](#)

Title I, Part A LEA Parent and Family Engagement Policy

Oxnard School District, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children a written Local Educational Agency (LEA) parent and family engagement policy.

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (ESSA Section 1116[a][2]):

Parents and family members are invited and encouraged to attend district-level parent advisory groups such as the District's English Learner Advisory Committee (DELAC), Parent Advisory Council (PAC), Special Education Community Council, and the African American and Mixteco Steering Committees. At these meetings, parents and families are informed of the LEA's participation in Title I, the purpose and requirements of Title I, and are engaged in the development of the LEA's Parent and Family Engagement Policy. Additionally, parents are involved in deciding how funds reserved for family engagement shall be used. Oxnard Elementary School District believes that active parent and family engagement in the different advisory groups will help support the LEA's mission to "Ensure a culturally diverse education for each student in a safe, healthy and supportive environment that prepares them [students] for college and career opportunities". More than 30 years of research has shown the direct relationship between effective parent and family engagement and student outcomes. The LEA hopes to accomplish the following:

- Continue building trusting and respectful relationships between school/district staff and families.
- Strengthen two-way communication between school/district and families to work towards positive student outcomes.
- Identify concrete actions to support students and families.
- Provide families with information and resources about family engagement activities that support student learning and development.
- Empower families to advocate for their students by actively participating in the decision-making process at district/school levels to impact student achievement.
- Work collaboratively in planning, designing, implementing and evaluating family engagement activities at school and district level.

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may

include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

The LEA will build the capacity of all participating schools within the district in planning and implementing effective parent and family engagement activities to improve student academic and social emotional outcomes by engaging administrators, outreach resource specialists, teachers, support staff and families in meaningful conversations around the five action areas of the California Family Engagement Framework in an effort to build a common understanding of the expectations and requirements of implementing authentic family engagement that is culturally responsive and supported by research. Additionally, the LEA will provide support to school administrators in the creation, implementation and evaluation of site-level Parent and Family Engagement Policies that will be in alignment to the California Family Engagement Framework. Each school will collaborate with its advisory groups to commit to certain goals and actions focused on developing true school-home partnerships and effective communication and will identify how these goals and actions will be implemented. Implementation rubrics within the framework will be utilized to measure growth over time along the pathway to innovative practice. Furthermore, as a component of the school-level parent and family engagement policy, each school will develop jointly with parents a school-parent compact that outlines how parents, the entire staff, and students will share the responsibility for improved student academic achievement. The Manager of Equity, Family & Community Engagement will serve as a liaison to the schools by providing support in the development and implementation of their site policies.

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

The LEA uses Title I funding to support parent/family engagement strategies while following guidelines as defined by state and federal mandates. The LEA will integrate and coordinate parent and family engagement activities with the Local Control Accountability Plan (LCAP), as applicable. Such activities shall include opportunities for authentic engagement, providing training to parents and families on topics such as state academic standards and assessments and building parents' capacity to support their children's learning at home. The LEA coordinates parent and family engagement with Child Nutrition Services, Pupil Services, Special Education and other programs supported by the Educational Services Department. Also, every school site is staffed with one Outreach Resource Consultant who acts as a school-community liaison. Additionally, the LEA has strong partnerships with a community-based Wellness Collaborative that is composed by representatives from many local agencies and organizations. Other partnerships include the California Association for Bilingual Education, Ventura County Behavioral Health, Logrando Bienestar, Padres Juntos and the Ventura County Office of Education.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

An annual evaluation of the implementation of district and site-level parent and family engagement policies shall be conducted in the Spring of every school year. All stakeholder groups will be engaged in determining the metrics to be used to measure the LEA's progress, successes, needs and areas for growth in implementing family engagement policies, programs and practices. Some metrics to be considered include parent attendance in the different district advisory groups, ongoing review of student academic data, analysis of Panorama survey data collected from pre and post surveys in specific areas of school-family engagement such as, family-school communication, adequacy of parent and family involvement opportunities in school/district committees and events, engagement barriers, and opportunities to build parent and family capacity to support student learning at home. The results of the data will be reported to the LEA's local governing Board at a regularly scheduled meeting and to all parents and families at district-level parent focus groups. The LEA will use these findings and the feedback received from diverse stakeholder groups to design more effective parent and family involvement and shall revise this policy as necessary.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

The LEA will collect and analyze data from student, staff and family surveys to identify barriers to greater participation by parents. This data will be disaggregated by demographic information such as race or ethnicity, primary language, education services and grade level to enable the LEA to identify the specific needs of different groups and plan accordingly. The Panorama family survey is available to families at the beginning and at the end of every school year. It is offered in both English and Spanish, and it is promoted through different communication platforms to encourage greater participation. Access and equity are at the core of the LEA's parent and family engagement initiatives. The LEA provides translation and interpretation services to support families in completing the surveys, as well as other needs; two Mixteco interpreters, American Language Services and Ling Perfect for parents who speak a language other than English, Spanish or Mixteco. In addition to the Panorama family survey, families are invited to participate in the different district and site-level parent

focus groups with childcare and interpretation services provided as needed. The LEA utilizes Blackboard as its main communication platform for ongoing communication with families. Additionally, our district level parent liaisons and our ORCs conduct outreach to all parents and families on a daily basis and connect them with available district and community resources and programs.

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to design evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

The LEA will review the effectiveness of parent and family engagement practices and initiatives by reviewing and analyzing feedback provided by parents in the family survey and through strategic conversations with the various parent focus groups. The LEA will use these findings to identify areas of strength and areas for growth and will revise the plan as necessary in an effort to move towards innovative implementation as measured by the rubrics in the California Family Engagement Framework.

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

Over the last several years, the LEA has worked towards developing authentic family engagement by providing opportunities to all families, especially our underrepresented communities, to participate in the decision-making process that will impact student academic and social-emotional outcomes. The LEA is committed to building capacity, empowerment, and advocacy by providing parents and families different opportunities to get involved and participate in the different district advisory groups, such as DELAC and PAC. For example, the LEA has focused on empowering parents and building parent leaders as partners in education through Project 2 Inspire workshops. Additionally, for the last 2 years the LEA has been part of the Professional Learning Network on Family and Community Engagement with the California Department of Education, which led to the creation of the LEA's Family and Community Engagement Committee composed by a diverse group of people. The work of this committee centers around the development and sustainability of effective family engagement practices through collaborative relationships between staff, parents, families and the community.

Oxnard Elementary School District's Title I, Part A LEA Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs in the fall of 2021. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before December 15.

Teresa Ruvalcaba, Manager of Equity, Family and Community Engagement

Name and Title of Authorized Official

Signature of Authorized Official

November 17, 2021



OSD's Proposed Parent and Family Engagement Policy

Teresa Ruvalcaba
Manager of Equity, Family and Community Engagement

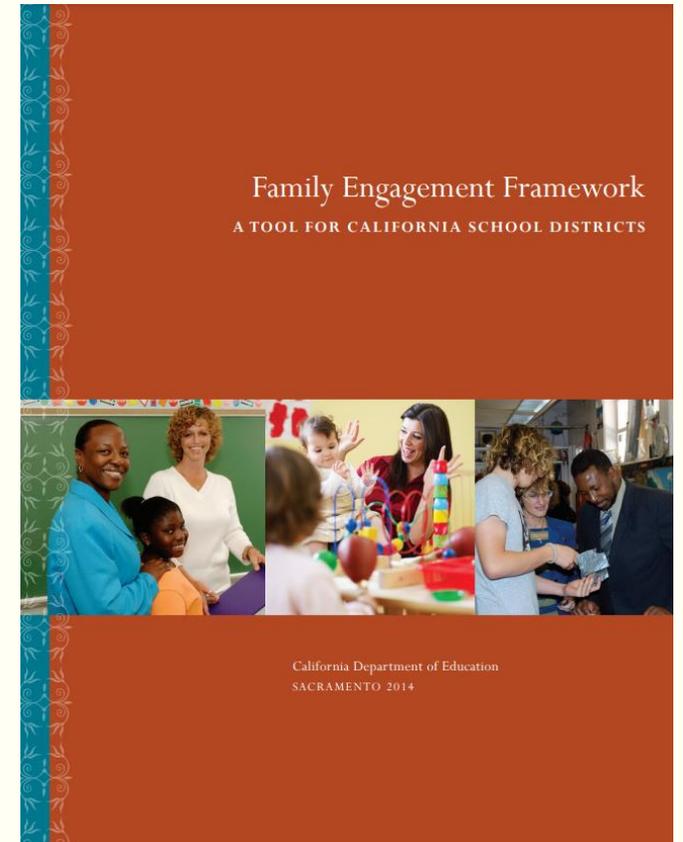


Background Information

Title I, Part A, requires all districts receiving title I funds to jointly develop, mutually agree upon, and distribute to parents and family members of participating children a written Local Educational Agency (LEA) parent and family engagement policy.

Proposed District Policy:

- Complies with the requirements of the California School Boards Association (CSBA): [Policy 6020-Parent Involvement](#); last reviewed on 05/01/2020.
- Meets the requirements of Board Policy 6020 adopted on 11/16/2011. Last modified on October 27, 2020.
- Developed with input from parents.
- Written in the [NEW TEMPLATE](#) recommended by the state, which includes the requirements of Title I, Part A, of the Elementary and Secondary Education Act (ESEA) as reauthorized by the Every Student Succeeds Act (ESSA).
- Builds on the principles of the [California Family Engagement Framework](#).



Parent and Family Engagement

- Input was gathered from the following parent groups:
 - District English Learner Advisory Council (DELAC)
 - Parent Advisory Council (PAC)
 - Parent Teacher Association (PTA)
 - African American Parent Group
 - Mixteco Parent Group

Focus Areas of OSD's Parent and Family Engagement Policy

- Capacity Building
- Access and Equity

Building Capacity-The How

- Engage administrators, outreach resource specialists, teachers, support staff and families in meaningful conversations around the five action areas of the California Family Engagement Framework and how this framework can be used as a guide to implement authentic family engagement that is culturally responsive and supported by research.
- Provide professional development opportunities for school administrators in the development, implementation and evaluation of site-level Parent and Family Engagement Policies that are in alignment with the California Family Engagement Framework.
- Use of rubrics within the framework to measure growth along the pathway to innovative practice.
- Integrate and coordinate with the Local Control Accountability Plan (LCAP), as applicable.
- The Manager of Equity, Family & Community Engagement will serve as the liaison to the schools by providing support in the development, implementation, and evaluation of their site policies.

Building Capacity-Parent and Family Empowerment

- Provide opportunities for our diverse families to participate and engage in the different district parent advisory groups, such as DELAC, PAC, PTA, Special Education Community Council, African American and Mixteco Steering Committees.
- Offer a variety of parent education workshops in coordination with other departments in the district and in collaboration with local community agencies and organizations. Workshop topics can include...
 - State academic standards
 - Local and state assessments, report card guides, and reporting system
 - Project 2 Inspire workshops (English and Spanish)
 - Ways to support students' learning at home (interactive homework, student Apps)
 - Use of technology
 - ESL and Spanish classes
 - Healthy Mind, Healthy Body
 - Literacy and math family nights (district-wide, school level, by grade)

Access & Equity

To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

- Continue to conduct bilingual parent and family engagement Panorama surveys twice a year.
- Make these surveys available through different communication platforms.
- Collect and analyze survey data to identify barriers to greater participation as indicated by different ethnic and racial groups, and act upon this data.
- Share survey feedback with families.
- Continue to provide translation and interpretation at district and school events in Spanish and Mixteco and in other languages, as possible.
- Provide incentives to students, teachers and families to increase parent and family engagement.
- Plan family events/activities that bring families together.
- Offer both in-person and Zoom parent meetings.
- Schedule parent meetings at a variety of times to accommodate the needs of different families.
- Provide childcare as needed.
- To the extent possible, provide transportation or carpooling to parent events.
- Use a variety of communication channels to reach out to all families, including, but not limited to, virtual home visits, Blackboard messaging, flyers on district/school websites, video clips, hard copies of flyers, use of students' iPads, and information tables at schools.
- ORCs conduct ongoing outreach to all parents and families and connect them with available district and community resources and programs.

Annual Evaluation

- To be conducted in the Spring of every school year.
- Stakeholder groups to determine the metrics to be used to measure the LEA's progress, successes, needs and areas for growth in implementing family engagement policies, programs and practices. Some metrics to be considered include:
 - Parent attendance in the different district advisory groups
 - Ongoing review of student academic data
 - Analysis of Panorama survey data collected from pre and post surveys in specific areas of school-family engagement such as, family-school communication, adequacy of parent and family involvement opportunities in school/district committees and events, engagement barriers and opportunities to build parent and family capacity to support student learning at home
- Report the findings of the evaluation report to the Board at a regularly scheduled meeting and to all parents and families at district-level parent focus group meetings. The district will use these findings to design more effective parent and family involvement and shall revise this policy, as necessary.

Distribution of OSD's Parent and Family Engagement Policy

After the Board's approval, the district will distribute a written Parent and Family Engagement Policy to all parents and family members of participating Title I, Part A students before December 15. (available on district website, added to the Annual Parents' Rights Notification, hard copies available at district/school offices).

School Level Family Engagement Policies and School-Parent Compacts

- “Each school served under Title I, Part A, shall develop jointly with parents for all children served under Title I, Part A, a **school-parent compact** that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards.” (ESSA Section 1116[d])
- The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school (20 USC 6318).
- Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the School Plan for Student Achievement (SPSA) in accordance with Education Code 64001.
- Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand (20 USC 6318).
- School policies will be reviewed by the Educational Services Department and feedback will be provided.
- School policies will be presented to the Board as consent items at the January Board meeting.



THANK YOU!!

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres

Date of Meeting: November 17, 2021

Agenda Section: Section D: Action Items

Approval of Variable Term Waiver: Pupil Personnel Services Credential in School Counseling for Heather Brown for the 2021-2022 School Year (Torres/Batista)

The District is recommending that the Board of Trustees approve this action item for a Variable Term Waiver for a Pupil Personnel Services Credential in School Counseling, as described under Education Code: 44225.7 for Heather Brown to serve as a Program Specialist for the 2021-2022 school year, until the employee completes the necessary requirements to apply for a credential.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent of Human Resources and the Director of Certificated Human Resources that the Board of Trustees approve the Variable Term Waiver: Pupil Personnel Services Credential for the 2021-22 school year, as presented.

OSD BOARD AGENDA ITEM

Name of Contributor: Karling Aguilera-Fort

Date of Meeting: November 17, 2021

Agenda Section: Section E: Approval of Minutes

Approval of Minutes (Aguilera-Fort)

It is the recommendation of the Superintendent that the Board approve the minutes of Board meetings, as presented:

- August 19, 2020 Regular Meeting

FISCAL IMPACT:

N/A

RECOMMENDATION:

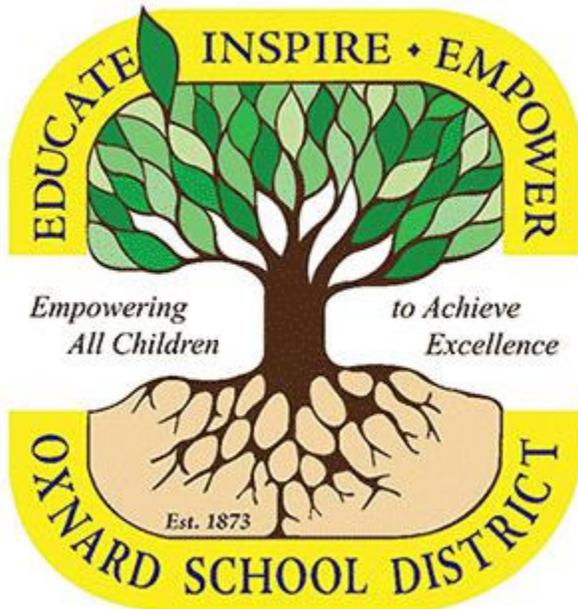
It is the recommendation of the Superintendent that the Board approve the minutes of Board meetings, as presented.

ADDITIONAL MATERIALS:

Attached: [Minutes August 19 2020 Regular Board Meeting.pdf](#)

OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501



BOARD OF TRUSTEES

Mrs. Monica Madrigal Lopez, President
Mrs. Debra M. Cordes, Member
Mr. Denis O’Leary, Member
Mrs. Veronica Robles-Solis, Member
Ms. Jarely Lopez, Member

ADMINISTRATION

Karling Aguilera-Fort, Ed.D.
District Superintendent
Ms. Janet Penanhoat
Interim Assistant Superintendent,
Business & Fiscal Services
Dr. Edd Bond
Interim Assistant Superintendent,
Human Resources
Dr. Anabolena DeGenna
Assistant Superintendent,
Educational Services

MINUTES

REGULAR BOARD MEETING

Wednesday, August 19, 2020

6:00 p.m. - Study Session
Closed Session to Follow
7:00 PM - Regular Board Meeting

REGULAR (VIRTUAL) MEETING - ONLINE ONLY DUE TO COVID-19 SHELTER IN PLACE ORDER – VIA ZOOM

***NOTE:** In accordance with requirements of the Americans with Disabilities Act and related federal regulations, individuals who require special accommodation, including but not limited to an American Sign Language interpreter, accessible seating or documentation in accessible formats, should contact the Superintendent's office at least two days before the meeting date.

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section A: PRELIMINARY

A.1. Call to Order and Roll Call (6:00 PM)

President Madrigal Lopez called the meeting to order at 6:02 p.m.

A.2. Pledge of Allegiance to the Flag

Dr. Aguilera-Fort, Superintendent, led the audience in the Pledge of Allegiance.

A.3. District's Vision and Mission Statement

President Madrigal Lopez read the Mission and Vision Statement in English and Spanish.

A.4. Adoption of Agenda (Superintendent)

Amendments to the agenda:

- Item A.5. Report – “Respect of Indigenous Peoples” Resolution #11-33 (Aguilera-Fort) needs to be MOVED to Item A.9.
- Item A.6. Introduction of Newly Appointed Oxnard School District Administrators (Dr. Aguilera-Fort) needs to be MOVED to Item D.1. In addition, the title for Catherine Muthukaruppa needs to be REVISED to Assistant Principal, Elementary.
- Item C.3. Approval of Notice to Set Public Hearing for the Learning Continuity and Attendance Plan (LCAP) for 2020-21 (DeGenna) needs to have the acronym “(LCAP)” REMOVED from its title. In addition, the last sentence needs to be REMOVED and REPLACED with “*Following the September 2, 2020 public hearing, the Plan will be presented for the Board’s approval at the September 16, 2020 regular Board meeting.*”
- Item D.4. Liability Claim: GHC0027511 (Bond/Magaña) needs to be MOVED to Item C.4.
- Item D.5. Rejection of Liability Claim: GHC0027511 (Bond/Magaña) needs to be MOVED to Item C.5.

Motion to adopt the agenda as amended.

Mover: Veronica Robles-Solis

Seconder: Debra Cordes

Moved To: Adopt

Ayes: 5 - Veronica Robles-Solis, Debra Cordes, Denis O’Leary, Jarely Lopez, Monica Madrigal Lopez

Motion Result: Passed

A.5. Closed Session - Public Participation/Comment (Limit three minutes per person per topic)

There were no comments.

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

A.6. Closed Session

The Board convened to Closed Session at 6:07 p.m. to consider the following items:

1. Pursuant to Section 54956.9 of Government Code:
 - Conference with Legal Counsel - Anticipated Litigation:
 - Conference with Legar Counsel - Potential Litigation:
 - Conference with Legal Counsel - Existing Litigation: 1 case
 - Oxnard School District et al. Central District No. CV-04304-JAK-FFM
2. Pursuant to Sections 54957.6 and 3549.1 of the Government Code:
 - Conference with Labor Negotiator:
 - Agency Negotiators: OSD Interim Assistant Superintendent, Human Resources, and Garcia Hernandez & Sawhney, LLP
 - Association(s): OEA, CSEA, OSSA; and All Unrepresented Personnel-Administrators, Classified Management, Confidential
3. Pursuant to Section 54957 of the Government Code the Board will consider personnel matters, including:
 - Public Employee(s) Discipline/Dismissal/Release

A.7. Reconvene to Open Session (7:00 PM)

The Board reconvened to Open Session at 7:01 p.m.

A.8. Report Out of Closed Session

President Madrigal Lopez reported that there was nothing to report out of Closed Session.

A.9. Report - "Respect of Indigenous Peoples" Resolution No. 11-33 (Aguilera-Fort)

Dr. Aguilera-Fort presented a report on Resolution #11-33, adopted by the Board on May 23, 2012. He reviewed highlights from that Resolution as well as the current practices and policies in Oxnard School District to prevent bullying of students of indigenous descent. Also discussed were the ongoing efforts of the district to ensure inclusivity and respectful treatment of all members of our indigenous community. The Board expressed appreciation of the district's work with these community members. Dr. Aguilera-Fort explained that this work has become a part of the fabric of the district, and added that he has reached out to MICOP to identify any necessary next steps to ensure continued collaboration and service to the families of Mixteco descent. The Board requested that the formal committee be convened as a mechanism to address any concerns of bullying. It was explained that that the district has hired two Mixteco interpreters to work with our families.

Section B: PUBLIC COMMENT/HEARINGS

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

B.1. Public Comment (3 minutes per speaker) / Comentarios del Público (3 minutos para cada ponente)

There were no comments.

B.2. Conduct Public Hearing re: Sunshine of the Oxnard Educators Association (OEA) and the Oxnard School District's (District) Initial Proposals for 2020-2021 Negotiations, Pursuant to Government Code Section 3547 (Bond)

Dr. Edd Bond, Interim Assistant Superintendent, Human Resources, conducted a Public Hearing to sunshine the Oxnard Educators Association (OEA) and the Oxnard School District's (District) Initial Proposals for 2020-2021 Negotiations, Pursuant to Government Code Section 3547. Following the Public Hearing, the Board authorized the District to enter into contract negotiations with OEA for the 2020-21 school year and any additional years as may be mutually agreed upon by both parties.

Motion #21-15 Authorization for the District to Enter into Contract Negotiations with OEA for the 2020-21 School Year

Mover: Debra Cordes

Seconder: Veronica Robles-Solis

Moved To: Authorize

Ayes: 5 - Veronica Robles-Solis, Debra Cordes, Denis O'Leary, Jarely Lopez, Monica Madrigal Lopez

Motion Result: Passed

B.3. Conduct Public Hearing re: Sunshine of the Oxnard Supportive Services Association (OSSA) and the Oxnard School District's (District) Initial Proposals for 2020-2021 Negotiations, Pursuant to Government Code Section 3547 (Bond)

Dr. Edd Bond, Interim Assistant Superintendent, Human Resources, conducted a Public Hearing to sunshine the Oxnard Supportive Services Association (OSSA) and the Oxnard School District's (District) Initial Proposals for 2020-2021 Negotiations, Pursuant to Government Code Section 3547. Following the Public Hearing, the Board authorized the District to enter into contract negotiations with OSSA for the 2020-21 school year and any additional years as may be mutually agreed upon by both parties.

Motion #21-16 Authorization for the District to Enter into Contract Negotiations with OSSA for the 2020-21 School Year

Mover: Veronica Robles-Solis

Seconder: Denis O'Leary

Moved To: Authorize

Ayes: 5 - Veronica Robles-Solis, Debra Cordes, Denis O'Leary, Jarely Lopez, Monica Madrigal Lopez

Motion Result: Passed

Section C: CONSENT AGENDA

The consent agenda was adopted as presented.

Motion #20-17 Approval of Consent Agenda as Presented

Mover: Veronica Robles-Solis

Secunder: Debra Cordes

Moved To: Approve

Ayes: 5 - Veronica Robles-Solis, Debra Cordes, Denis O'Leary, Jarely Lopez, Monica Madrigal Lopez

Motion Result: Passed

C.1. Personnel Actions (Bond/Carrillo)

As presented.

C.2. Ratification of the District's Submission of the 2020-21 Consolidated Application for Funding (Penanhoat/Crandall Plasencia)

As presented.

C.3. Approval of Notice to Set Public Hearing for the Learning Continuity and Attendance Plan for 2020-21 (DeGenna)

As presented.

C.4. Liability Claim: GHC0027511 (Bond/Magaña)

As presented.

C.5. Rejection of Liability Claim: GHC0027511 (Bond/Magaña)

As presented.

Section C: APPROVAL OF AGREEMENTS

C.6. Approval of Agreement #20-45 - Ventura County Office of Education/SELPA (DeGenna/Ridge)

To provide services to the Pupil Services Department during the 2020-2021 school year, in the amount not to exceed \$17,280.00, to be paid out of Special Education Funds.

C.7. Approval of Agreement #20-46 - Ventura County Office of Education/SELPA (DeGenna/Edwards)

For Social/Emotional Services Specialists to assist the Special Education Services Department during the 2020-2021 school year, in the amount not to exceed \$224,640.00, to be paid out of Special Education Funds.

C.8. Approval of Agreement #20-47 - Diane Turini-Mize, LMFT, SEP (DeGenna/Ridge)

To assess and treat students whose inappropriate school behavior affects his/her classroom learning, August 20, 2020 through June 30, 2021, in the amount not to exceed \$92,000.00, to be

paid out of MAA Funds.

C.9. Approval of Agreement #20-53 - Auditory Processing Center of Pasadena (DeGenna/Edwards)

To provide (central) auditory processing evaluations for the Special Education Services Department during the 2020-2021 academic year, in the amount not to exceed \$5,000.00, to be paid out of Special Education Funds.

C.10. Approval of Agreement #20-54 - Tawanda L. Pullen, Ph.D. (DeGenna/Edwards)

To provide Independent Education Evaluator Services for the Special Education Services Department during the 2020-2021 academic year to complete psychoeducational evaluations, in the amount of \$9,000.00, to be paid out of Special Education Funds.

C.11. Approval of Agreement #20-55, STAR of Ca, ERA ED (DeGenna/Edwards)

To provide classroom support as a Consultant and 1 to 1 Behavioral Therapist for identified students during the 2020-2021 academic year, in the amount not to exceed \$1,500,000.00, to be paid out of Special Education Funds.

C.12. Approval of Agreement #20-56 - Therapy Travelers (DeGenna/Edwards)

To provide supplemental staffing including Speech Language Therapist, Speech Language Therapist Assistant, Occupational Therapist and School Psychologist, to the Oxnard School District on an “as needed” basis, in the amount not to exceed \$580,000.00, per the hourly 2020-21 rate sheet, to be paid out of Special Education Funds.

C.13. Approval of Agreement #20-57, PDAP of Ventura County Inc. (DeGenna/Ridge)

To provide an Addiction Treatment Counselor as available to provide early intervention group and individual counseling to students referred by faculty at identified schools in the Oxnard School District during the 2020-2021 school year, in the amount not to exceed \$30,000.00, to be paid out of Title 1 Funds.

C.14. Approval of Agreement #20-58 - Jordan Witt Ph.D. Inc. (DeGenna/Edwards)

To provide Independent Education Evaluator Services to the Special Education Department during the 2020-2021 academic year, in the amount not to exceed \$20,000.00, to be paid out of Special Education Funds.

C.15. Approval of Agreement #20-60 - CompHealth Medical Staffing (DeGenna/Edwards)

To provide temporary services to Oxnard School District students consistent with the student’s Individualized Education Program (IEP), which may include direct and consultative services as needed for the positions listed, in the amount not to exceed \$140,000.00, to be paid out of Special Education Funds.

C.16. Approval of Agreement #20-61 - Maxim Healthcare Services Inc. (DeGenna/Edwards)

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

To provide supplemental staffing to the Special Education Services Department on an “as needed” basis, in the amount not to exceed \$188,000.00, to be paid out of Special Education Funds.

C.17. Approval of Agreement #20-63 - 3 Chords Inc. dba/TherapyTravelers (DeGenna/Edwards)

To provide supplemental staffing including Speech Language Therapist, Speech Language Therapist Assistant, Occupational Therapist and School Psychologist, to the Oxnard School District on an “as needed” basis, in the amount not to exceed \$580,000.00, per the hourly 2020-21 rate sheet, to be paid out of the Special Education Funds.

C.18. Approval of Agreement #20-64 - Cynthia Z. Hansen (DeGenna/Edwards)

To provide educational therapy and language support services, as well as serve as an Independent Education Evaluator for the Special Education Services Department during the 2020-2021 fiscal year, in the amount not to exceed \$5,000.00 (per attached rate sheet), to be paid out of Special Education Funds.

C.19. Approval of Contractor Contingency Allocation No. 016 to the McKinna Elementary School Reconstruction Project for an increase of cost for the Work associated with the Project (Penanhoat/Miller/CFW)

For various proposals relating to the McKinna Reconstruction Project. This allocation will not increase the Project’s overall budget. After Board approval of CCA No. 016 the remaining balance of Contractor Contingency will be \$309.26.

C.20. Consideration of Employment Agreement: Assistant Superintendent, Human Resources - Dr. Victor Torres (Dr. Aguilera-Fort)

For Dr. Victor Torres to begin in the position of Assistant Superintendent, Human Resources, on August 31, 2020, at an annual salary of \$174,331.18 per year for the term of the agreement, to be paid out of the General Fund.

C.21. Consideration of Amendment #1 to Employment Agreement: Superintendent, Dr. Karling Aguilera-Fort (Madrigal-Lopez)

To amend the employment agreement of Dr. Karling Aguilera-Fort, Superintendent, to extend the term by one additional year.

Section C: RATIFICATION OF AGREEMENTS

C.22. Ratification of Amendment #2 to Agreement #19-65 with Children’s Therapy Network (DeGenna/Edwards)

To provide supplemental staffing services to support private school students for the 2019-2020 school year, in the amount of \$3,200.00 to adjust the final total through the end of the 2019-2020 fiscal year, to be paid out of Special Education Funds.

- C.23. Ratification of Change Order No. 010 to Construction Services Agreement #17-41, with Bernards for the McKinna ES Reconstruction Project (Penanhoat/Miller/CFW)**
For added work needed to move the SDC Severe/Flex Room from the second floor Room 441 to the first and the relocation of the data room, in the amount of \$30,123.00, to be paid out of the Master Construct and Implementation Funds within the approved project budget paid to Bernards under Board approved Master Agreement #17-41.
- C.24. Ratification of Change Order No. 011 to Construction Services Agreement #17-41 with Bernards for the McKinna ES Reconstruction Project (Penanhoat/Miller/CFW)**
To address various electrical revisions, in the amount of \$59,358.00, to be paid out of the Master Construct and Implementation Funds within the approved project budget paid to Bernards under Board approved Master Agreement #17-41.
- C.25. Ratification of Change Order No. 012 to Construction Services Agreement #17-41 with Bernards for the McKinna ES Reconstruction Project (Penanhoat/Miller/CFW)**
To address added scope of work that was directed by the City of Oxnard as part of the B-Permit approval process, in the amount of \$104,122.00, to be paid out of the Master Construct and Implementation Funds within the approved project budget paid to Bernards under Board approved Master Agreement #17-41.
- C.26. Ratification of Change Order No. 013 to Construction Services Agreement #17-41 with Bernards for the McKinna ES Reconstruction Project (Penanhoat/Miller/CFW)**
To address the procurement and installation of two (2) new electronic marquees, in the amount of \$142,397.00, to be paid out of the Master Construct and Implementation Funds within the approved project budget paid to Bernards under Board approved Master Agreement #17-41.
- C.27. Ratification of Amendment #2 to Agreement #19-34 - Therapy Travelers (DeGenna/Edwards)**
To provide supplemental staffing to the Oxnard School District on an “as needed” basis, in the amount not to exceed \$5,000.00 per the hourly 2019-20 rate sheet, to be paid out of Special Education Funds.
- C.28. Ratification of Agreement #20-33 - Ventura County Office of Education, Special Circumstances Paraeducator Services - SCP (DeGenna/Edwards)**
For Special Circumstances Paraeducator Services (SCP’s), in the amount of \$340,184.03, to be paid out of Special Education Funds.
- C.29. Ratification of Agreement #20-59 - Ventura County Community College District (Bond)**
To provide teaching experience through practice teaching to students enrolled in the Elementary Teacher Education Associate Degree program from July 1, 2020 through June 30, 2025.

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Section D: ACTION ITEMS

D.1. Introduction of Newly Appointed Oxnard School District Administrators (Dr. Aguilera-Fort)

Superintendent Aguilera-Fort introduced Dr. Victor Torres, newly appointed Assistant Superintendent, Human Resources.

D.2. Approval of Board of Education, Superintendent and District Goals for the School Year 2020-2021 (Dr. Aguilera-Fort)

Dr. Aguilera Fort read the goals approved by the Board at the last meeting's Closed Session. The Board requested that an additional goal be included to develop a fiscal/financial stability plan for the district. There was discussion about the third goal that talks about sustainable academic growth and the need of adding an objective or sub-goal for that particular goal. The Superintendent reminded the group that under the current circumstances with the pandemic, there would most likely be a learning loss. There was discussion regarding the need to improve both communication and technology.

Motion #20-18 Approval of Board of Education, Superintendent and District Goals for the 2020-2021 School Year

Mover: Debra Cordes

Seconder: Veronica Robles-Solis

Moved To: Approve

Ayes: 5 - Veronica Robles-Solis, Debra Cordes, Denis O'Leary, Jarely Lopez, Monica Madrigal Lopez

Motion Result: Passed

D.3. Approval of Technology TOSA Job Description (DeGenna)

Approved as presented.

Motion #20-19 Approval of Technology TOSA Job Description

Mover: Veronica Robles-Solis

Seconder: Denis O'Leary

Moved To: Approve

Ayes: 5 - Veronica Robles-Solis, Debra Cordes, Denis O'Leary, Jarely Lopez, Monica Madrigal Lopez

Motion Result: Passed

D.4. Discussion re: Spanish Language Board Meeting (Aguilera-Fort)

Superintendent Aguilera-Fort explained that this item was presented at the request of the Board to have a Special Board meeting in order to allow native Spanish speakers to have a meeting conducted in that native language. He added that the topic would need to be identified, as an item that would be of interest to our Spanish-speaking families. Following discussion, the Board approved having a Board meeting in Spanish.

Motion #20-20 Approval of Spanish Language Board Meeting

Mover: Denis O'Leary

Seconder: Jarely Lopez

Moved To: Approve

Ayes: 5 - Veronica Robles-Solis, Debra Cordes, Denis O'Leary, Jarely Lopez, Monica Madrigal Lopez

Motion Result: Passed

Section E: APPROVAL OF MINUTES

No minutes presented.

Section F: BOARD POLICIES

F.1. Approve Second Reading - BP 5116.2 Involuntary Student Transfers & BP/AR 6164.6 Identification and Education Under Section 504 (DeGenna)

The new BP 5116.2 and revisions to to BP/AR 6164.6 were adopted at Second Reading, as presented.

Motion #20-21 Adoption of New BP 5116.2 Involuntary Student Transfers & Revised BP/AR 6164.6 Identification and Education Under Section 504

Mover: Veronica Robles-Solis

Seconder: Denis O'Leary

Moved To: Adopt

Ayes: 5 - Veronica Robles-Solis, Debra Cordes, Denis O'Leary, Jarely Lopez, Monica Madrigal Lopez

Motion Result: Passed

Section G: CONCLUSION

G.1. Superintendent's Announcements (3 minutes)

Dr. Aguilera-Fort

- First day of school.
- The commitment of teachers to ensuring their students receive the best distance learning experience possible.
- Parent webinars to engage and connect with families.
- Canvas implementation.
- Schedule for technology support.
- Communication.

G.2. Trustees' Announcements (3 minutes each speaker)

Jarely Lopez

- Happy first day of school.
- Congratulated Kamala students.

Veronica Robles-Solis

- Welcome to 2020-21 school year.
- Need to stay positive and work together.
- Thanked staff for their work throughout the summer and teachers for their commitment to our students.

Denis O'Leary

- Welcome staff, students and parents to another school year.
- Last week visited Marina West, McAuliffe and Soria and was impressed with classified staff and their work preparing for students- distributing books, iPads, etc.
- Last week participated in Town Hall for Ventura County Justice in the classroom - interesting discussion with high school students, college students, and parents.
- Thanked the Superintendent for all his work.
- Wished everyone a great year.

Debra Cordes

- Welcomed all to new school year and thanked staff for their work behind the scenes to ensure all students receive the education they deserve.
- Condolences to the family of Kathy Smith, retired Sierra Linda teacher that passed away, and to Sierra Linda staff as well.

Monica Madrigal Lopez

- Thanked Superintendent for his report.
- What can we do as a district to ensure we are providing equity to every single child?
- Welcomed all to the new school year.
- Thanked everyone who worked extremely hard over the summer to prepare for the new school year.

G.3. ADJOURNMENT

President Madrigal Lopez adjourned the meeting at 9:10 p.m.

Motion: Motion to adjourn.

Mover: Veronica Robles-Solis

Secunder: Debra Cordes

Moved To: Adjourn

Ayes: 5 - Veronica Robles-Solis, Debra Cordes, Denis O'Leary, Jarely Lopez, Monica Madrigal Lopez

Motion Result: Passed

Note: No new items will be considered after 10:00 p.m. in accordance with Board Bylaws, BB 9323 – Meeting Conduct

Karling Aguilera-Fort, Ed.D.

District Superintendent and
Secretary to the Board of Trustees

By our signature below, given on this 17th day of November, 2021, the Board of Trustees of the Oxnard School District approves the Minutes of the Regular Board Meeting of August 19, 2020, on motion by Trustee _____, seconded by Trustee _____.

Signed:

President of the Board of Trustees

Clerk of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

Member of the Board of Trustees

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section F: Board Policies, Second Reading

Second Reading and Adoption of Revisions to Board Policy BP 3516.5 Emergency Schedules (DeGenna/Nocero)

The Board Policies BP 3516.5 Emergency Schedules, have been updated based on the recommendations by CSBA (California School Board Association). The added language is indicated by bold font, deleted language is indicated by strikethrough and highlighted. The Board Policies will be presented for a second reading and adoption.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services and Director of Pupil Services that the Board of Trustees approved and adopt Board Policies BP 3516.5 as outlined above.

ADDITIONAL MATERIALS:

Attached: [BP 3516.5 Emergency Schedules \(2 Pages\).pdf](#)

Board Policy

Business and Noninstructional Operations

BP 3516.5(a)

EMERGENCY SCHEDULES

In order to provide for the safety of students and staff, the Governing Board authorizes the Superintendent or designee to close a school site, change the regular school day schedule, or take any necessary action when hazardous environmental or weather conditions or other emergencies warrant.

(cf. 0450 - Comprehensive Safety Plan)

(cf. 4157/4257/4357 - Employee Safety)

(cf. 5142 - Safety)

(cf. 6112 - School Day)

~~When an emergency condition causes a school closure, reduction in attendance, or change in schedule pursuant thereby preventing the district from complying with the minimum number of instructional days or minutes required by law, the Superintendent or designee shall complete and submit to~~

Pursuant to Education Code 41422 or 46392, a district may apply to the Superintendent of Public Instruction (SPI) to obtain apportionment credit for days and minutes lost due to emergency closure and material decreases in attendance due to emergency events such as a fire, flood, impassable roads, epidemic, earthquake, imminence of a major safety hazard, strike involving transportation services to students provided by a non-school entity, or other “extraordinary condition” so that it may receive full average daily attendance apportionment. ~~the necessary forms for obtaining approval of the days of the closure, reduction in attendance, or change in schedule. The Superintendent or designee shall submit other relevant district records as may be required.~~

(cf. 3580 - District Records)

(cf. 6111 - School Calendar)

For school closures due to emergency events occurring after September 1, 2021, the Superintendent or designee shall develop a plan for offering independent study within 10 days of school closure to any student impacted by the emergency condition. The plan shall also address the establishment, within a reasonable time, of independent study master agreements as specified in BP 6158 - Independent Study. The plan shall require reopening in person as soon as possible once allowable under the direction from the city or county health officer. The Superintendent or designee shall certify that the district has a plan for independent study in the affidavit submitted to the SPI pursuant to Education Code 46392. (Education Code 46393)

(cf. 6158 - Independent Study)

BP 3516.5(b)

EMERGENCY SCHEDULES (continued)

The Superintendent or designee shall establish a system for informing students and parents/guardians when school buses are not operating as scheduled, the school day schedule is changed, or the school is closed. The district's notification system shall include, but is not limited to, notifying local television and radio stations, posting on district web site(s), sending email and text messages, and/or making telephone calls.

(cf. 1112 - Media Relations)
(cf. 1113 - District and School Web Sites)
(cf. 3542 - School Bus Drivers)
(cf. 3543 - Transportation Safety and Emergencies)

Whenever the school day schedule changes after students have arrived at school, the Superintendent or designee shall ensure that students are supervised in accordance with the procedures specified in the district's emergency and disaster preparedness plan.

(cf. 3516 - Emergencies and Disaster Preparedness Plan)

The Superintendent or designee may provide a means to make up lost instructional time later during the year. Students and parents/guardians shall receive timely **advanced** notice **in advance** of any resulting changes in the school calendar or school day schedule.

Legal Reference:

EDUCATION CODE

41420 Required length of school term
41422 Schools not maintained for 175 days
46010 Total days of attendance
46100-~~46192~~ **46208** Attendance; maximum credit; minimum day
46390 Calculation of ADA in emergency
46391 Lost or destroyed ADA records
46392 Decreased attendance in emergency situation
46393 Certification of plan for independent study

VEHICLE CODE

34501.6 School buses; reduced visibility

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

90-01 Average Daily Attendance Credit During Periods of Emergency, February 10, 2005

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Frequently Asked Questions - Form J-13A

WEB SITES

California Department of Education: <http://www.cde.ca.gov>

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section F: Board Policies, Second Reading

Second Reading and Adoption of Revisions to Board Policy BP 6120 Response to Instruction and Intervention (DeGenna/Nocero)

The Board Policies BP 6120 Response to Instruction and Intervention, have been updated based on the recommendations by CSBA (California School Board Association). The added language is indicated by bold font, deleted language is indicated by strikethrough and highlighted. The Board Policies will be presented for a second reading and adoption.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services and Director of Pupil Services that the Board of Trustees approved and adopt Board Policies BP 6120 as outlined above.

ADDITIONAL MATERIALS:

Attached: [BP 6120 Response to Instruction and Intervention \(4 Pages\).pdf](#)

Board Policy

Instruction

BP 6120(a)

RESPONSE TO INSTRUCTION AND INTERVENTION K - 8

The Board of Trustees desires to **improve learning and behavioral outcomes for all students by providing** ~~provide~~ a high-quality, data-driven educational program **that** ~~to~~ meets the learning and behavioral needs of each student and ~~to help~~ reduces disparities in achievement among subgroups of students. Students who are not making academic progress pursuant to district measures of performance **and/or are struggling behaviorally** shall receive intensive instruction and intervention supports designed to meet ~~their~~ individual learning needs **according to the Academic Program Survey issued by the California Department of Education for elementary and middle schools, , with progress monitored.**

BP 6120(b)

(cf. 0000 - Vision)

(cf. 0200 - Goals for the School District)

(cf. 0415 - Equity)

(cf. 0460 - Local Control and Accountability Plan)

(cf. 6000 - Concepts and Roles)

(cf. 6011 - Academic Standards)

The Superintendent or designee shall convene a team **of that may include, as appropriate, staff with knowledge of curriculum and instruction, student services, special education, and instructional and behavioral support,** certificated personnel, other district staff, and parents/guardians ~~as appropriate,~~ to assist in designing the district's Response to Instruction and Intervention (RtI²) system, based on an examination of indicators of district and schoolwide student achievement **and social-emotional well-being.**

(cf. 0500 - Accountability)

~~*(cf. 0520.1 - High Priority Schools Grant Program)*~~

~~*(cf. 0520.2 - Title I Program Improvement Schools)*~~

~~*(cf. 0520.2 - Title I Program Improvement Districts)*~~

(cf. 4115 - Evaluation/Supervision)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5147 - Dropout Prevention)

~~*(cf. 5149 - At Risk Students)*~~

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6171 - Title I Programs)

(cf. 6174 - Education for English Learners)

(cf. 6179 - Supplemental Instruction)

The district's RtI² system shall include instructional strategies and interventions with demonstrated effectiveness and ~~shall~~ be aligned with the district curriculum and assessments. **The Superintendent or designee may conduct ongoing screening to determine student needs, analyze data, identify interventions for students not making adequate academic**

progress, monitor the effectiveness of the interventions, and adjust interventions according to efficacy.

(cf. 6141 - Curriculum Development and Evaluation)

(cf. 6142.91 - Reading/Language Arts Instruction)

*(cf. **6142.92** ~~6142.93~~ - Mathematics Instruction)*

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. ~~6162.52~~ - High School Exit Examination)

(cf. 6190 - Evaluation of the Instructional Program)

The district's RtI² system shall include research-based, standards-based, culturally relevant instruction for students in the general education program; universal screening and continuous classroom monitoring to determine students' needs and to identify those students who are not making progress; criteria for determining the types and levels of interventions to be provided; and subsequent monitoring of student progress to determine the effectiveness of the intervention and to make changes as needed.

Additionally, the districts RtI² system shall provide for:

1. High-quality classroom instruction

2. High expectations

(cf. 6173 - Education for Homeless Children)

(cf. 6173.1 - Education for Foster Youth)

(cf. 6173.2 - Education of Children of Military Families)

3. Assessments and data collection

4. Problem-solving systems approach

5. Research-based interventions

6. Positive behavioral support

7. Fidelity of program implementation

8. Staff development and collaboration, which may include training in the use of assessments, data analysis, research-based instructional practices and strategies and emphasize a collaborative approach of professional learning communities among teachers within and across grade spans

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

9. Parent/guardian and family involvement, including collaboration and engagement

The Superintendent or designee Staff shall ensure that parents/guardians are involved at all stages of the instructional, and intervention, and progress monitoring process. Parents/guardians shall be kept informed of their child's progress and provided information regarding the services that have and will be provided, the strategies being used to increase the student's rate of learning, the supports provided to improve behavioral difficulties, and information about the performance data that has and will be collected.

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

10. Consideration of further evaluation utilizing RtI² data

~~When data from the RtI² system indicate that a student may have a specific learning disability, the~~ **The RtI² system may be utilized as one component when considering student may be referred the referral of a student** for evaluation for special education or other services

(cf. 6159 - Individualized Education Program)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.5 - Student Success Teams)

(cf. 6164.6 - Identification and ~~Education Evaluation~~ Under Section 504)

~~The district shall provide staff development to teachers regarding the use of assessments, data analysis, and research-based instructional practices and strategies. In addition, the district's RtI² system shall emphasize a collaborative approach of professional learning communities among teachers within and across grade spans.~~

(cf. 4131 - Staff Development)

(cf. 4331 - Staff Development)

~~Staff shall ensure that parents/guardians are involved at all stages of the instructional and intervention process. Parents/guardians shall be kept informed of their child's progress and provided information regarding the services that will be provided, the strategies being used to increase the student's rate of learning, and information about the performance data that will be collected.~~

(cf. 5020 - Parent Rights and Responsibilities)

(cf. 6020 - Parent Involvement)

Legal Reference:

EDUCATION CODE

56329 *Assessment, written notice to parent*

56333-56338 *Eligibility for specific learning disabilities*

56500-56509 *Procedural safeguards*

UNITED STATES CODE, TITLE 20

1400-1482 *Individuals with Disabilities Education Act, especially:*

1416 Monitoring, technical assistance, and enforcement

CODE OF FEDERAL REGULATIONS, TITLE 34

300.301-300.11 Evaluations, reevaluations, and additional procedures for identifying children with specific learning disabilities

300.307 Specific learning disabilities

300.309 Determining the existence of specific learning disabilities

300.311 Specific documentation for eligibility determination

COURT DECISIONS

M.M. v. Lafayette School District (9th Cir. 2014) 767 F.3d 842

Management Resources:

CSBA PUBLICATIONS

Best Practices in Special Education, Governance Brief, May 2019

CALIFORNIA DEPARTMENT OF EDUCATION CORRESPONDENCE

Response to Instruction and Intervention, 2008

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Disproportionality Calculation Methodologies

NATIONAL COUNCIL ON DISABILITY PUBLICATIONS

IDEA Series: Every Student Succeeds Act and Students with Disabilities, February 2018

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

Management Resources:

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

National Center for Learning Disabilities RTI Action Network: <http://www.rtinetwork.org>

National Council on Disability: <https://ncd.gov>

U.S. Department of Education: <http://www.ed.gov>

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Policy Reference UPDATE Service

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section F: Board Policies, Second Reading

Second Reading and Adoption of Revision of AR/BP 6164.41 Children with Disabilities Enrolled by their Parents in Private School (DeGenna/Thomas)

The AR/BP 6164.41 (Children with Disabilities Enrolled by their Parents in Private School) has been revised to match the recommendation of CSBA. The only changes are some wording and some references to education Code and the Code of Federal Regulations (CFR). The bulk of the current policy remains the same. Changes/additions are bold & highlighted. This BP and AR outline the rights of families of students, who reside in our attendance area but attend private schools, to special education services and support from our school district. The Board Policies will be presented for a second reading and adoption.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services and the Director of School Performance & Student Outcomes that the Board of Trustees approved and adopt Policies AR/BP 6161.41 as outlined above.

ADDITIONAL MATERIALS:

Attached: [AR 6164.41 Children w-Disabilities Enrolled by Their Parents in Private Sch. \(4 Pages\).pdf](#)
[BP 6164.41 Children w-Disabilities Enrolled by Their Parents in Private Sch \(2 Pages\).pdf](#)

Board Policy

Instruction

AR 6164.41(a)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

Definitions

Parentally-placed private school children with disabilities means children with disabilities who are voluntarily enrolled by their parents/guardians in a private school or facility within district boundaries, including children who are attending a private school or facility within district boundaries but who reside in another district or state. (34 CFR **300.130**, 300.131)

Private school or facility means a private full-time day school, including a religious school, located within district boundaries, that has filed an affidavit with the California Department of Education pursuant to Education Code 33190 and is registered in the California Private School Directory.

Consultation with Private School Representatives

The Superintendent or designee shall consult with all private school representatives and representatives of parents/guardians of parentally-placed private school children with disabilities during the design and development of equitable services for the children. In order to ensure a meaningful and timely consultation, the consultation shall include: (Education Code 56301; 20 USC 1412(a)**(10)(A)(iii)**; 34 CFR 300.134)

1. The child find process and how parentally-placed private school children suspected of having a disability can participate equitably
2. **The manner in which** parents/guardians, teachers, and private school officials will be informed of the child find process
3. The determination of the proportionate share of federal funds available to serve parentally-placed private school children with disabilities and how this share is calculated
4. How the consultation process **among district staff, private school officials, and representatives of parents of parentally-placed private school children with disabilities** will operate throughout the school year to ensure that identified children can meaningfully participate in equitable services

AR 6164.41(b)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

5. **The provision of equitable special education and related services including** how, when, and by whom such services will be provided including a discussion about the types of services, alternate service delivery mechanisms, how services will be apportioned if funds are insufficient to serve all of the identified children, and how and when those decisions will be made
6. In the event that the district and private school disagree on the provision of or the types of services, how the district will provide the private school officials with a written explanation of the reasons that the district chose to not provide the services

When meaningful and timely consultation has occurred, the district shall obtain a written affirmation signed by the representatives of participating private schools. If the private school representatives do not provide the affirmation within a reasonable period of time, the district shall forward documentation of the consultation process to the California Department of Education. (Education Code 56172; **20 USC 1412**; 34 CFR 300.135)

After the consultation has occurred, the district shall ensure an annual count of the number of parentally-placed children with disabilities attending private schools located within the district. This count shall be conducted between October 1 and December 1 each year and shall be used to determine the amount the district must spend on providing equitable services to the children in the subsequent fiscal year. (34 CFR 300.133)

AR 6164.41(c)

Provision of Services

A child with a disability parentally-placed in a private school has no individual right to receive some or all of the special education and related services **that would have been received** if enrolled in public school. Such a child may receive a different amount of services than students with disabilities in public schools. (34 CFR 300.137, 300.138)

The district shall evaluate all identified parentally-placed private school children with disabilities for purposes of considering them for equitable services. This evaluation shall be conducted in accordance with the timelines and procedures for evaluating public school students with disabilities pursuant to 34 CFR 300.300-300.311 **and as specified in BP/AR 6164.4 - Identification and Evaluation of Individuals for Special Education, including obtaining parent/guardian consent and** providing the parent/guardian with a copy of the procedural safeguards notice. (34 CFR 300.131, 300.504)

(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

AR 6164.41(d)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

If the child resides in the district and is eligible for an individualized education program (IEP), the district shall make a free appropriate public education (FAPE) available to the child. However, the district is not required to develop an IEP if the parent/guardian makes clear the intention to keep the child enrolled in private school. In such situations, the district shall obtain written certification confirming the parent/guardian's intention to keep the child enrolled in private school, including the fact that the parent/guardian is not interested in the development of an IEP or the district's offer of FAPE. If the parent/guardian does not provide confirmation in writing, the district shall obtain oral confirmation of the parent/guardian's intention and confirm the conversation in writing.

If the child resides in a different district, then this district and the district of residence shall work together to ensure that the parent/guardian receives an offer of FAPE in accordance with law.

The district shall develop and implement **for each identified child with a disability enrolled by their parents/guardians in a private school within the district's boundaries** an individual services plan (ISP) that describes the equitable services that the district will provide, as determined by the district after the consultation process with private school representatives. (34 CFR 300.138)

The ISP shall be developed, reviewed, and revised consistent **with 20 USC 1414**. A representative of the private school shall be invited to attend each ISP team meeting. If the representative cannot attend the meeting, the district shall use other methods to ensure the representative's participation, including individual or conference calls. (34 CFR 300.137, 300.138)

(cf. 6159 - Individualized Education Program)

The district may provide services on the private school premises, including a religious school, to the extent consistent with law. The services shall be provided by personnel meeting the same standards as personnel providing services in the public school except **that private elementary school and secondary school teachers who are providing equitable services to parentally-placed private school children with disabilities do not have to meet the special education teacher qualification requirements specified in 34 CFR 300.156**. The personnel shall either be district employees or contractors of the district. (34 CFR 300.138, 300.139)

The district shall offer transportation to the child if services are provided on a site other than the child's school and the ISP team determines that transportation is necessary for the child to benefit from or participate in the services provided in the ISP. Depending on the timing of the services, the district shall provide transportation from the child's school or home to the service site and from the service site to the child's school or home. (34 CFR 300.139)

AR 6164.41(e)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

The district may place equipment and supplies in a private school for the period of time necessary to provide the services pursuant to the ISP. All such equipment shall remain the property of the district and must be able to be removed without **remodeling or** causing damage to the private school. The district shall remove the equipment when no longer required by the child, when the child no longer attends the private school, or when removal is necessary to prevent unauthorized use. (34 CFR 300.144)

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Board Policy

Instruction

BP 6164.41(a)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL

The Governing Board recognizes its obligations under state and federal **law** to **locate**, identify, **evaluate**, and provide equitable services to children voluntarily enrolled by their parents/guardians in private schools located within the district.

(cf. 0430 - Comprehensive Local Plan for Special Education)

The Superintendent or designee shall ensure that activities to locate, identify, and evaluate children with disabilities enrolled by their parents/guardians in private schools within the district are comparable to activities undertaken for individuals with disabilities aged three to 22 in public schools within the district. (Education Code 56171; 34 CFR 300.131)

BP 6164.41(b)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

The Superintendent or designee shall develop a budget for the provision of services to children with disabilities enrolled by their parents/**guardians** in private school based on the proportionate share of federal funds received and the number of eligible children, including the possibility of mid-year enrollees, and the types of services to be provided.

Legal Reference:

EDUCATION CODE

56000 Education for individuals with exceptional needs

56020-56035 Definitions

56170-56177 Children in private schools

56195.8 Adoption of policies for programs and services

56300-56385 Identification and referral, assessment

56500-56509 Procedural safeguards, including due process rights

56600-56606 Evaluation, audits and information

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act

1400-1482 Individuals with Disabilities Education Act, especially:

1412 State eligibility

UNITED STATES CODE, TITLE 29

794 Section 504 of the Rehabilitation Act

BP 6164.41(b)

CHILDREN WITH DISABILITIES ENROLLED BY THEIR PARENTS IN PRIVATE SCHOOL (continued)

CODE OF FEDERAL REGULATIONS, TITLE 34

300.1-300.818 Assistance to states for the education of students with disabilities, especially:
300.130-300.140 Children with disabilities enrolled by their parents in private schools

FEDERAL REGISTER

Rules and Regulations, August 14, 2006, Vol. 71, Number 156, pages 46539-46845

COURT DECISIONS

Agostini v. Felton (1997) 521 U.S. 203

BP 6164.41(c)

Management Resources:

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Questions and Answers on Serving Children with Disabilities Placed by Their Parents in Private Schools, April 2011

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

Long COVID under Section 504 and the IDEA: A Resource to Support Children, Students, Educators, Schools, Service Providers, and Families, July 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

WEB SITES

California Department of Education, Special Education: <http://www.cde.ca.gov/sp/se>

U.S. Department of Education, Office of Special Education and Rehabilitative Services:
<http://www.ed.gov/about/offices/list/osers>

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section F: Board Policies, Second Reading

Second Reading and Adoption of Revisions to Board Policy AR/BP 6164.5 Student Success Teams (DeGenna/Nocero)

The Board Policies AR/BP 6164.5 Student Success Teams, have been updated based on the recommendations by CSBA (California School Board Association). The added language is indicated by bold font, deleted language is indicated by strikethrough and highlighted. The Board Policies will be presented for a second reading and adoption.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services and Director of Pupil Services that the Board of Trustees approved and adopt Board Policies AR/BP 6164.5 as outlined above.

ADDITIONAL MATERIALS:

Attached: [AR 6164.5 Student Success Team \(3 Pages\).pdf](#)
[BP 6164.5 Student Success Team \(3 Pages\).pdf](#)

Administrative Regulation

Instruction

AR 6164.5(a)

STUDENT SUCCESS TEAMS

Team Membership

Members of individual student success teams **(SST)** may include:

1. The principal or designee
2. One or more of the student's classroom teachers or former teachers
3. The student's parents/guardians
4. The student if appropriate

5. School Counselor(s)

- 65.** Resource personnel or specialists, such as a school **counselor**, psychologist, nurse, outreach consultant, special education resource person, **category-funded staff person**, department chairperson, speech and language specialist, reading specialist, social worker, probation officer, community resource representative, mental health worker, **and/or** other person**(s)** relevant to the student's situation, **as determined by the district**

The makeup of each individual SST is at the district's discretion, and may not include participation from individuals in each of the categories listed above.

Team Responsibilities

The principal or designee shall:

1. Schedule meetings and establish meeting procedures
2. Contact parents/guardians and other team members regarding team meetings

AR 6164.5(b)

STUDENT SUCCESS TEAMS (continued)

3. Consult with appropriate school **staff, including teachers and/**or district resource personnel
4. Arrange for observation of the student **in the problem situation as needed**

5. Collect any additional background information necessary to inform team members about the student's strengths and needs, **such as relevant student data, educational history, and work samples, as appropriate**

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5125 - Student Records)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

6. Help the student and parents/guardians prepare for the meeting

7. Facilitate the team meetings

- 8. Develop a plan to support the student which incorporates intervention strategies**

(cf. 3552 - Summer Meal Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5141.4 - Child Abuse Prevention and Reporting)

(cf. 5141.5 - Mental Health)

(cf. 5141.52 - Suicide Prevention)

(cf. 5141.6 - School Health Services)

(cf. 5144 - Discipline)

(cf. 6141.4 - International Baccalaureate Program)

(cf. 6141.5 - Advanced Placement)

(cf. 6152 - Class Assignment)

(cf. 6152.1 - Placement in Mathematics Courses)

(cf. 6158 - Independent Study)

(cf. 6159.4 - Behavioral Interventions for Special Education Students)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6172.1 - Concurrent Enrollment in College Classes)

(cf. 6176 - Weekend/Saturday Classes)

(cf. 6177 - Summer Learning Programs)

(cf. 6178 - Career Technical Education)

(cf. 6178.1 - Work-Based Learning)

(cf. 6179 - Supplemental Instruction)

(cf. 6181 - Alternative Schools/Programs of Choice)

(cf. 6183 - Home and Hospital Instruction)

(cf. 6184 - Continuation Education)

(cf. 6185 - Community Day School)

AR 6164.5(c)

STUDENT SUCCESS TEAMS (continued)

- 98.** Ensure that the student's progress is monitored, ~~and~~ that follow-up meetings are regularly scheduled, **and that adjustments are made to the plan and related interventions as necessary**

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Board Policy

Instruction

BP 6164.5(a)

STUDENT SUCCESS TEAMS

The Board of Trustees encourages the collaboration of parents/guardians, **certificated and classified staff—teachers, resource personnel,** administrators, **and/or the students, as appropriate,** in evaluating the strengths and needs of students having academic, attendance, **social, emotional,** or behavioral difficulties and in identifying strategies and programs that may assist **such the students in maximizing their potential.** The Superintendent or designee shall establish student success teams **(SST)** as needed to address individual students' needs.

(cf. 5113.1 - Chronic Absence and Truancy)

(cf. 5147 - Dropout Prevention)

(cf. 5159 - At Risk Students)

(cf. 6159 - Individualized Education Program)

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

(cf. 6164.6 - Identification and Education under Section 504)

The Superintendent or designee shall establish **and maintain** a process for initiating **the referrals of students to the SST's student success team,** which may include referral by district staff, parents/guardians, and/or agency representatives. The Superintendent or designee may also establish and maintain a process for responding to SST referrals, which may include a determination by the district as to whether an SST shall be convened for an **individual student.**

Each SST may collect and analyze relevant student data, as appropriate. The SST may also review the student's educational history, work samples, strengths and areas for growth, and identify available resources and strategies.

(cf. 5022 - Student and Family Privacy Rights)

(cf. 5121 - Grades/Evaluation of Student Achievement)

(cf. 5125 - Student Records)

(cf. 5141.6 - School Health Services)

(cf. 6162.5 - Student Assessment)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6164.2 - Guidance/Counseling Services)

Each **SST student success team** shall develop **a plan to support the student which incorporates** intervention strategies **to assist the student.** Such strategies may include changes in program placement or instructional methods, recommendation of supplemental educational services, parent involvement strategies, **social, emotional and/or** behavioral interventions, discipline, referrals to other agencies or resources, and/or other appropriate interventions.

(cf. 1020 - Youth Services)

(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)

(cf. 5123 - Promotion/Acceleration/Retention)

(cf. 5141.3 - Health Examinations)

(cf. 5141.5 - Mental Health)

(cf. 5141.6 - School Health Services)

(cf. 5144 - Discipline)

(cf. 5146 - Married/Pregnant/Parenting Students)
(cf. 6020 - Parent Involvement)
(cf. 6120 - Response to Instruction and Intervention)
(cf. 6158 - Independent Study)
~~(cf. 6159 - Individualized Education Program)~~
(cf. 6159.4 - Behavioral Interventions for Special Education Students)
~~(cf. 6164.2 - Guidance/Counseling Services)~~
(cf. 6171 - Title I Programs)
(cf. 6172 - Gifted and Talented Student Program)
(cf. 6173 - Education for Homeless Children)
(cf. 6173.1 - Education for Foster Youth)
(cf. 6173.2 - Education of Children of Military Families)
(cf. 6174 - Education for English Learners)
(cf. 6175 - Migrant Education Program)
(cf. 6176 - Weekend/Saturday Classes)
(cf. 6177 - Summer **School** Learning Programs)
(cf. 6178 - Career Technical Education)
(cf. 6178.1 - **Work-Based Learning** ~~Work Experience Education~~)
(cf. 6179 - Supplemental Instruction)
(cf. 6181 - Alternative Schools/Programs of Choice)
(cf. 6183 - Home and Hospital Instruction)
(cf. 6184 - Continuation Education)
(cf. 6185 - Community Day School)

The **SST student success team** shall monitor the student's progress, evaluate the extent to which the recommended strategies have been implemented, **make adjustments to the plan**, and develop additional interventions as needed.

The SST process shall not delay or deny a referral for evaluation for eligibility for special education, as may be required under state or federal law.

(cf. 6164.4 - Identification and Evaluation of Individuals for Special Education)

The Superintendent or designee may integrate SSTs into the district's multi-tiered system of support, including identification of students who need additional support, the level(s) of support, appropriate interventions, monitoring of progress, and whether the goal of intervention has been met.

(cf. 0460 - Local Control and Accountability Plan)

To strengthen the effectiveness of SSTs, the Superintendent or designee may provide staff development in the identification of students who may need additional support, implementation of measurable and targeted interventions, and monitoring of progress and goal attainment.

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

Legal Reference:

EDUCATION CODE

8800-8807 Healthy Start support services for children

41505-41508 Pupil Retention Block Grant

48260-48273 *Truancy*
48400-48454 *Continuation education*
49600-49604 *Educational counseling*
51745-51749.651749.3 *Independent study programs*
52060-52077 *Local control and accountability plan*
~~52200-52212 *Gifted and talented student programs*~~
54400-54425 *Programs for disadvantaged children*
54440-54445 *Migrant children*
56300-56305 *Identification and referral*
WELFARE AND INSTITUTIONS CODE
4343-4352.5 *Primary interventions program, mental health*
18986.40-18986.46 *Interagency children's services*

Management Resources:

CSBA PUBLICATIONS

Best Practices in Special Education, Governance Brief, May 2019

CDE PUBLICATIONS

~~SB 65 School Based Pupil Motivation and Maintenance Program Guidelines (2000-01 Edition), 2000~~

~~Student Success Teams: Supporting Teachers in General Education, 1997~~

CALIFORNIA DROPOUT PREVENTION NETWORK PUBLICATIONS

~~SST: Student Success Teams, 2000~~

U.S DEPARTMENT OF EDUCATION PUBLICATIONS

Return to School Roadmap: Child Find Under Part B of the Individuals with Disabilities Education Act, August 2021

A Response to Intervention (RTI) Process Cannot Be Used to Delay-Deny an Evaluation for Eligibility under the Individuals with Disabilities Education Act (IDEA): Memorandum 11-07, January 2011

WEB SITES

California Department of Education, **multi-tiered systems of support: <http://www.cde.ca.gov/ci/cr/ri>**
~~<http://www.cde.ca.gov/spbranch/ssp>~~

~~California Dropout Prevention Network: <http://www.edualliance.org/edpn>~~

~~National Dropout Prevention Center: <http://www.dropoutprevention.org>~~

U.S Department of Education, Office of Special Education Programs:
<https://www2.ed.gov/about/offices/list/osers/osep>

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OSD BOARD AGENDA ITEM

Name of Contributor: Ruth F. Quinto, CPA

Date of Meeting: November 17, 2021

Agenda Section: Section F: Board Policies, Second Reading

Second Reading and Adoption – Revisions to E 9270 – Conflict of Interest (Quinto)

Revisions the district's Conflict of Interest Code, E 9270 were made to designated positions due to new positions titles created and the elimination of a position title. These changes will be forwarded to the County Clerk of the Board's office after the revised policy is adopted at second reading.

Changes are **highlighted**, with new language appearing in **bold** font and deleted language appearing as ~~striketrough~~ font. Language that is **highlighted** but does not have **bold** or ~~striketrough~~ font was already in the policy but has been moved to a different part of the document.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Superintendent, Business & Fiscal Services, that the Board of Trustees approve the revisions to E 9270 as presented.

ADDITIONAL MATERIALS:

Attached: [E 9270 \(3 pages\)](#)

CONFLICT OF INTEREST

**Conflict of Interest Code of the
Oxnard School District**

The provisions of 2 CCR 18730 and any amendments to it adopted by the Fair Political Practices Commission, together with the attached Appendix specifying designated positions and disclosure categories, are incorporated by reference and shall constitute the district's conflict of interest code.

Board of Trustees members and designated employees shall file a Statement of Economic Interest/Form 700 in accordance with the disclosure categories listed in the enclosed Appendix. Persons holding positions designated in the Appendix shall file Form 700 Statements of Economic Interests with the filing officer specified for that position in said Appendix. The respective filing officer shall make the statements available for public review and inspection.

APPENDIX

Disclosure Categories

1. **Category 1:** A person designated Category 1 shall disclose:
 - a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments or business positions in or income from sources which are engaged in the acquisition or disposal of real property within the district, are contractors or subcontractors which are or have been within the past two years engaged in work or services of the type used by the district, or manufacture or sell supplies, books, machinery, or equipment of the type used by the district.
2. **Category 2:** A person designated Category 2 shall disclose:
 - a. Investments or business positions in or income from sources which are contractors or subcontractors engaged in work or services of the type used by the department which the designated person manages or directs.
 - b. Investments or business positions in or income from sources which manufacture or sell supplies, books, machinery, or equipment of the type used by the department which the designated person manages or directs. For the purposes of this category, a principal's department is his/her entire school.

CONFLICT OF INTEREST (continued)

3. **Full Disclosure:** Because it has been determined that the district's Board members and Superintendent "manage public investments," they and other persons designated for "full disclosure" shall disclose, in accordance with Government Code 87200:
- a. Interests in real property located entirely or partly within district boundaries, or within two miles of district boundaries, or of any land owned or used by the district.
 - b. Investments, business positions, and sources of income, including gifts, loans, and travel payments.

Designated Positions

<u>Designated Position</u>	<u>Disclosure Category</u>	<u>Filing Officer *</u>
Board of Trustees Members	3	COB
Personnel Commission Members	1	OSD
District Superintendent	3	OSD
Deputy/Assistant Superintendent	1	OSD
Director, Pupil Services	2	OSD
Director, Curriculum, Instruction and Accountability		
School Performance and Student Outcomes	2	OSD
Director, Dual Language Programs		
Teaching and Learning	2	OSD
Director, Special Education	2	OSD
Principals	2	OSD
Chief Information Officer	2	OSD
Director, Facilities	2	OSD
Director, Classified Human Resources	2	OSD
Director, Certificated Human Resources	2	OSD
Director, Child Nutrition Services	2	OSD
Director, Early Childhood Education Programs	2	OSD
Director, Purchasing	2	OSD
Director, Finance	2	OSD
Director, Transportation	2	OSD
Director, Enrichment and Specialized Programs	2	OSD
Director, Network Operations	2	OSD
Consultants	2	OSD

*COB = County Clerk of the Board; OSD = Oxnard School District

CONFLICT OF INTEREST (continued)**Disclosures for Consultants**

Consultants are designated employees who must disclose financial interests as determined on a case-by-case basis by the Superintendent or designee. The Superintendent or designee's written determination shall include a description of the consultant's duties and a statement of the extent of disclosure requirements based upon that description. All such determinations are public records and shall be retained for public inspection along with this conflict of interest code.

A consultant is an individual who, pursuant to a contract with the district, makes a governmental decision whether to: (2 CCR 18701)

1. Approve a rate, rule, or regulation
2. Adopt or enforce a law
3. Issue, deny, suspend, or revoke a permit, license, application, certificate, approval, order, or similar authorization or entitlement
4. Authorize the district to enter into, modify, or renew a contract that requires district approval
5. Grant district approval to a contract that requires district approval and in which the district is a party, or to the specifications for such a contract
6. Grant district approval to a plan, design, report, study, or similar item
7. Adopt or grant district approval of district policies, standards, or guidelines

A consultant is also an individual who, pursuant to a contract with the district, serves in a staff capacity with the district and in that capacity participates in making a governmental decision as defined in 2 CCR 18702.2 or performs the same or substantially all the same duties for the district that would otherwise be performed by an individual holding a position specified in the district's conflict of interest code. (2 CCR 18701)

Exhibit
 version: October 10, 2018
 revised: March 17, 2021
revised: November 17, 2021

OXNARD SCHOOL DISTRICT
 Oxnard, California

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 17, 2021

Agenda Section: Section F: Board Policies, Second Reading

Approval of Revisions to Board Policy AR/BP 6164.5 Student Success Teams (DeGenna/Nocero)

The Board Policies AR/BP 6164.5 Student Success Teams, have been updated based on the recommendations by CSBA (California School Board Association). The added language is indicated by bold font, deleted language is indicated by strikethrough and highlighted. The Board Policies will be presented for a second and adoption.

FISCAL IMPACT:

N/A

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Educational Services and Director of Pupil Services that the Board of Trustees approved and adopt Board Policies AR/BP 6164.5 as outlined above.