

OXNARD SCHOOL DISTRICT

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



BOARD OF TRUSTEES

Ms. 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
Mrs. Janet Penanhoat
Interim Assistant Superintendent,
Business & Fiscal Services
Dr. Victor Torres
Assistant Superintendent,
Human Resources
Dr. Anabolena DeGenna
Assistant Superintendent,
Educational Services

AGENDA

REGULAR BOARD MEETING

Wednesday, November 4, 2020

5:00 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

To watch and provide public comment, join from a PC, Mac, iPad, iPhone, or Android device:

Please click this URL to join. <https://zoom.oxnardsd.org>

Or join by phone:

Dial (for higher quality, dial a number based on your current location)

US: +1 669 900 6833

Webinar ID: 884 1696 0926

***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

Watch the meeting live: osdtv.oxnardsd.org

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

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:

Lopez ____, Robles-Solis ____, O'Leary ____, Cordes ____, Madrigal Lopez ____

A.2. Pledge of Allegiance to the Flag

Mrs. Tammy Smith, Principal, Brekke School, will introduce Ayden Estrada, 5th grade student in Mrs. Lopez'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 Dennise Sagrado, 5th grade student in Mrs. Rodriguez's class and in Spanish by Moises Esparza, 5th grade student in Mrs. Lopez's class at Brekke School.

A.4. Presentation by Brekke School

Mrs. Tammy Smith, Principal, Brekke School, will provide a short presentation to the Board regarding Brekke. Tokens of appreciation will be forwarded via U.S. Mail to the Brekke students that participated in the Board Meeting.

A.5. Adoption of Agenda (Superintendent)

Moved:

Seconded:

Vote:

ROLL CALL VOTE:

Lopez ____, Robles-Solis ____, O'Leary ____, Cordes ____, Madrigal Lopez ____

A.6. Closed Session – Public Participation/Comment (Limit three minutes per person per topic)

Instructions on How to Comment on ZOOM Via Web or Phone are Available at:
<https://support.zoom.us/hc/en-us/articles/201362663> -Joining-a-meeting-by-phone.
<https://support.zoom.us/hc/en-us/articles/205566129> -Raise-Hand-In-Webinar.

Persons wishing to address the Board of Trustees on any agenda item identified in the Closed Session agenda may do so. 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.7. Closed Session

1. Pursuant to Section 54956.9 of Government Code:

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

Conference with Legal Counsel

- Existing Litigation: Oxnard School District et al. Central District No. CV-04304-JAK-FFM
- Anticipated Litigation (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/Reassignment/Reappointment
- Public Employee(s) Evaluation
 - Principal

A.8.Reconvene to Open Session (7:00 PM)

A.9. 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.10. Adoption and Presentation of Resolution #20-16 for School Psychology Awareness Week November 9-13, 2020 (DeGenna/Edwards)

The National Association of School Psychologists, (NASP) has recognized November 9-13, 2020 as School Psychology Awareness Week. Its the recommendation of the Assistant Superintendent, Educational Services and the Director of Special Education that the Board of Trustees approve Resolution #20-16 for School Psychology Awareness Week 2020, as presented.

A.11. Restructuring of Educational Services Department (DeGenna)

In an effort to align the duties, responsibilities and direction of the different positions in the Educational Services Department with the vision and strategic goals of Oxnard School district, the administration is seeking to reorganize the structure of Educational Services. The Assistant Superintendent, Educational Services, will provide a report on said restructuring.

Section B: PUBLIC COMMENT/HEARINGS

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

Instructions on How to Comment on ZOOM Via Web or Phone are Available at:

<https://support.zoom.us/hc/en-us/articles/201362663> -Joining-a-meeting-by-phone.

<https://support.zoom.us/hc/en-us/articles/205566129> -Raise-Hand-In-Webinar.

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

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.

Las instrucciones para comentar en ZOOM vía video conferencia o por teléfono están disponibles en:
<https://support.zoom.us/hc/en-us/articles/201362663> -Joining-a-meeting-by-phone.
<https://support.zoom.us/hc/en-us/articles/205566129> -Raise-Hand-In-Webinar.

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

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.)

Notes:
Moved:
Seconded:

ROLL CALL VOTE:

Lopez ____, Robles-Solis ____, O’Leary ____, Cordes ____, Madrigal Lopez ____

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

C.1. Purchase Order/Draft Payment Report #20-03 (Penanhoat/Franz)

It is the recommendation of the Interim Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing that the Board of Trustees approve Purchase Order/Draft Payment Report #20-03 as submitted.

C.2. Setting of Date for Public Hearing – Resolution #20-15 - Establish Temporary Interfund Transfers of Funds Fiscal Year 2020-2021 (Penanhoat)

It is the recommendation of the Interim Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees set the date of Wednesday, December 16, 2020 for a virtual public hearing on the Resolution #20-15 to Establish Temporary Interfund Transfers for 2020-21.

C.3. Personnel Actions (Torres)

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

Section C: APPROVAL OF AGREEMENTS

It is recommended that the Board approve the following agreements:

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

C.4. Approval of Agreement/MOU #20-92 – Livingston Memorial Visiting Nurses Association (DeGenna/Ridge)

It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #20-92 with Livingston Memorial Visiting Nurses Association, to provide grief and bereavement services for OSD students, families, and staff, in partnership with the Oxnard School District during the 2020-2021 school year, at no cost to the District.

C.5. Approval of Agreement #20-93 – Kristine Mraz 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 #20-93 with Kristine Mraz LLC, to provide 18 hours of virtual professional development to teachers at Lemonwood School from November 5, 2020 through January 31, 2021, in the amount not to exceed \$5,400.00, to be paid from Supplemental/Concentration Intervention Funds.

Section C: RATIFICATION OF AGREEMENTS

It is recommended that the Board ratify the following agreements:

C.6. Ratification of Amendment #2 to Agreement #17-127 – VCOE – Hearing Conservation & Audiology Services (DeGenna/Ridge)

It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #2 to Agreement #17-127 with VCOE to provide Hearing Conservation & Audiology Services for Oxnard School District students, in the amount not to exceed \$75,550.00, to be paid from the General Fund.

C.7. Ratification of Amendment #1 to Agreement #20-60 – CompHealth Medical Staffing (DeGenna/Edwards)

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #20-60 with CompHealth Medical Staffing, to provide supplemental staffing on an “as needed” basis for the Special Education Services Department for the 2020-2021 fiscal year, in the amount of \$100,000.00, to be paid with Special Education Funds.

C.8. Ratification of Amendment #1 to Agreement #20-70 – Advanced Medical Personnel Services Inc. (DeGenna/Edwards)

It is recommended by the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #20-70 with Advanced Medical Personnel Services Inc., to provide supplemental staffing to the Oxnard School District on an “as needed” basis for the Special Education Department for fiscal year 2020-2021, in the amount not to exceed \$460,000.00 (per the hourly rate sheet attached), to be paid out of Special Education Funds.

C.9. Ratification of Agreement #20-85 with Ventura County Office of Education, Paraeducator Services, SCP (DeGenna/Edwards)

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #20-85 with VCOE to provide exceptional services to special

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education student #NM100105 that consist of support from Special Circumstances Paraeducators (SCPs), including Extended School Year, in the amount not to exceed \$32,803.06, to be paid out of Special Education Funds.

C.10. Ratification of Agreement/MOU #20-90 – Santa Clara Elementary School (DeGenna/Thomas)

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #20-90 with Santa Clara Elementary School, to provide services to Santa Clara Elementary School, a private school located within the geographic jurisdiction of Oxnard School District, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2020-2021 school year. Title III Allocation to Santa Clara Elementary School in the amount of \$2,756.86.

C.11. Ratification of Agreement/MOU #20-91 – St. Anthony’s School (DeGenna/Thomas)

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #20-91 with St. Anthony’s School, to provide services to St. Anthony’s School, a private school located within the geographic jurisdiction of Oxnard School District, through the Limited English Proficient (LEP) Student Program funded under the Elementary and Secondary Education Act, Title III, Part A for the 2020-2021 school year. Title III Allocation to St. Anthony’s School in the amount of \$3,167.46.

C.12. Ratification of Agreement/MOU #20-94, WestEd (DeGenna/Ridge)

It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement/MOU #20-94 with WestEd, to collect the California Healthy Kids Surveys to be taken by Oxnard School District 8th grade students during the period of December 7, 2020 through December 17, 2020, and compile reports on the findings by school and district, in the amount of \$4,555.20, to be paid from a credit for last year's unused services, which were covered by the Ventura County Office of Education via the TUPE Grant.

C.13. Ratification of Agreement #20-96 – Cathy Williams (DeGenna/Prater)

It is the recommendation of the Manager of Mathematics, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement #20-96 with Cathy Williams, to provide TK-8 Mathematics professional development for OSD teachers, in the amount not to exceed \$15,000.00, to be paid from the Low Performing Student Block Grant.

C.14. Ratification of Agreement #20-97 – Jo Boaler (DeGenna/Prater)

It is the recommendation of the Manager of Mathematics, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement #20-97 with Cathy Jo Boaler, to provide TK-8 Mathematics professional development for OSD teachers, in the amount not to exceed \$20,000.00, to be paid from the Low Performing Student Block Grant.

Section D: ACTION ITEMS

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

D.1. Approval of the Revisions to the Oxnard School District and Oxnard Supportive Services Association

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

(“OSSA”) 2019-20 Collective Bargaining Agreement (Torres)

It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees adopt the revisions to the 2019-2020 Collective Bargaining Agreement between the Oxnard School District and the Oxnard Supportive Services Association, as presented.

- Public Comment:
- Presentation:
- Moved:
- Seconded:
- Board Discussion:
- Vote:

ROLL CALL VOTE:

Lopez ____, Robles-Solis ____, O'Leary ____, Cordes ____, Madrigal Lopez ____

D.2. Consideration of Resolution #20-12 of the Board of Trustees of the Oxnard School District Authorizing the Issuance and Sale of General Obligation Bonds, Election of 2016, Series C, in the Aggregate Principal Amount of Not to Exceed \$13,000,000, and Approving Related Documents and Actions (Penanhoat/CFW)

It is the recommendation of the Interim Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, that the Board of Trustees approve Resolution #20-12 authorizing the issuance and sale of General Obligation Bonds, Election of 2016, Series C, in the aggregate principal amount of not to exceed \$13,000,000, and approving related documents and actions.

- Public Comment:
- Presentation:
- Moved:
- Seconded:
- Board Discussion:
- Vote:

ROLL CALL VOTE:

Lopez ____, Robles-Solis ____, O'Leary ____, Cordes ____, Madrigal Lopez ____

D.3. Approval of SPSA's for 2020/21 School Year - School Plans for Student Achievement- 20 schools (DeGenna/Thomas)

It is the recommendation of Assistant Superintendent, Educational Services and the Director, Curriculum, Instruction and Accountability that the Board of Trustees approve the SPSA's for 2020/21 School Year, as presented.

- Public Comment:
- Presentation:
- Moved:

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

Seconded:
Board Discussion:
Vote:

ROLL CALL VOTE:

Lopez ____, Robles-Solis ____, O'Leary ____, Cordes ____, Madrigal Lopez ____

D.4. Approval of New Job Descriptions: Director of Enrichment and Specialized Programs and Manager of Equity, Family, and Community Engagement (Torres)

It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees approve the job descriptions for the Director of Enrichment and Specialized Programs and the Manager of Equity, Family, and Community Engagement, as presented.

Public Comment:
Presentation:
Moved:
Seconded:
Board Discussion:
Vote:

ROLL CALL VOTE:

Lopez ____, Robles-Solis ____, O'Leary ____, Cordes ____, Madrigal Lopez ____

Section F: BOARD POLICIES

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

F.1. First Reading - AR 6173 / BP 6173 Education for Homeless Children (DeGenna/Ridge)

Board Policy AR 6173 / BP 6173 Education for Homeless Children is new and a recommendation by CSBA (California School Board Association) to be added as a district policy. It is presented here for first reading and will be presented for a second reading and adoption at the December 16, 2020 Board meeting.

Section G: CONCLUSION

G.1. Superintendent's Announcements (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

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

Moved:
Seconded:
Vote:

Time Adjourned _____

ROLL CALL VOTE:

Lopez ____, Robles-Solis ____, O'Leary ____, Cordes ____, Madrigal Lopez ____

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, October 30, 2020.

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

November 4, 2020

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 4, 2020

Agenda Section: Section A: Preliminary

**Adoption and Presentation of Resolution #20-16 for School Psychology Awareness Week
November 9-13, 2020 (DeGenna/Edwards)**

The National Association of School Psychologists, (NASP) has recognized November 9-13, 2020 as School Psychology Awareness Week, "The Power of Possibility!"

The District recognizes School Psychologists for the important and vital role that they play in the personal and academic development and success of the Oxnard School District students. School Psychologists collaborate with educators, parents, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community for all students.

FISCAL IMPACT:

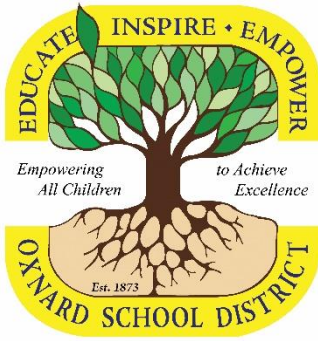
None

RECOMMENDATION:

Its the recommendation of Assistant Superintendent, Educational Services and the Director of Special Education that the Board of Trustees approve the Resolution for School Psychology Awareness Week for 2020/21 School Year, as presented.

ADDITIONAL MATERIALS:

Attached: [Resolution School Psychology Awareness Week.pdf](#)



**RESOLUTION NO. #20-16
OXNARD SCHOOL DISTRICT
BOARD OF TRUSTEES**

***School Psychology Awareness Week
November 9-13, 2020***
"The Power of Possibility!"

WHEREAS, school psychologists can make a positive, lasting difference in children’s lives; and

WHEREAS, school psychologists work directly with children and adolescents, support students with mental health needs by providing counseling, skill instruction, and learning and support plans; and

WHEREAS, school psychologists work collaboratively with parents and teachers to support children’s success; and

WHEREAS, school psychologists promote student motivation and engagement, promote positive behavior and mental health, support diverse learners, create safe, positive school climates, strengthen family-school partnerships, improve school-wide assessment and accountability monitor individual student progress in academics and behavior; and

WHEREAS, school psychologists apply expertise in mental health, learning, and behavior to help children and youth succeed academically, socially, behaviorally, and emotionally. They provide assessment, support, and intervention services to students; partner with families, teachers, and other professionals to create safe, healthy, and supportive learning environments; work with school administrators to improve school-wide policies; and collaborate with community providers to coordinate services for students; and

WHEREAS, it is appropriate that we all take the time to recognize the important and vital role that school psychologists play in the personal and academic development of our state’s children; and

NOW, THEREFORE, BE IT RESOLVED that the Board of Trustees of the Oxnard School District proclaims the week of November 9-13, 2020, as ***School Psychology Awareness Week***, and encourages staff and the community at large to celebrate the important contributions of this vital profession.

BE IT FURTHER RESOLVED that the Board of Trustees expresses its appreciation, and that of the District staff, to the cadre of outstanding psychologists in the Oxnard School District for the exceptional care and dedication given to the children of the Oxnard community.

Adopted this 4th day of November 2020.

President, Board of Trustees

Clerk, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

Member, Board of Trustees

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 4, 2020

Agenda Section: Section A: Report

Report on Restructuring of Educational Services Department (DeGenna)

In an effort to align the duties, responsibilities and direction of the different positions in the Educational Services Department with the vision and strategic goals of Oxnard School district, the administration is seeking to reorganize the structure of Educational Services. The Assistant Superintendent, Educational Services, will provide a report on said restructuring, which will happen using the existing resources.

FISCAL IMPACT:

None

RECOMMENDATION:

Information only.

ADDITIONAL MATERIALS:

Attached: [Restructuring of Educational Services Presentation 11-4-20.pdf](#)

Educational Services

Proposed Realignment Plan

Bridging Initiatives: Making OSD Connections

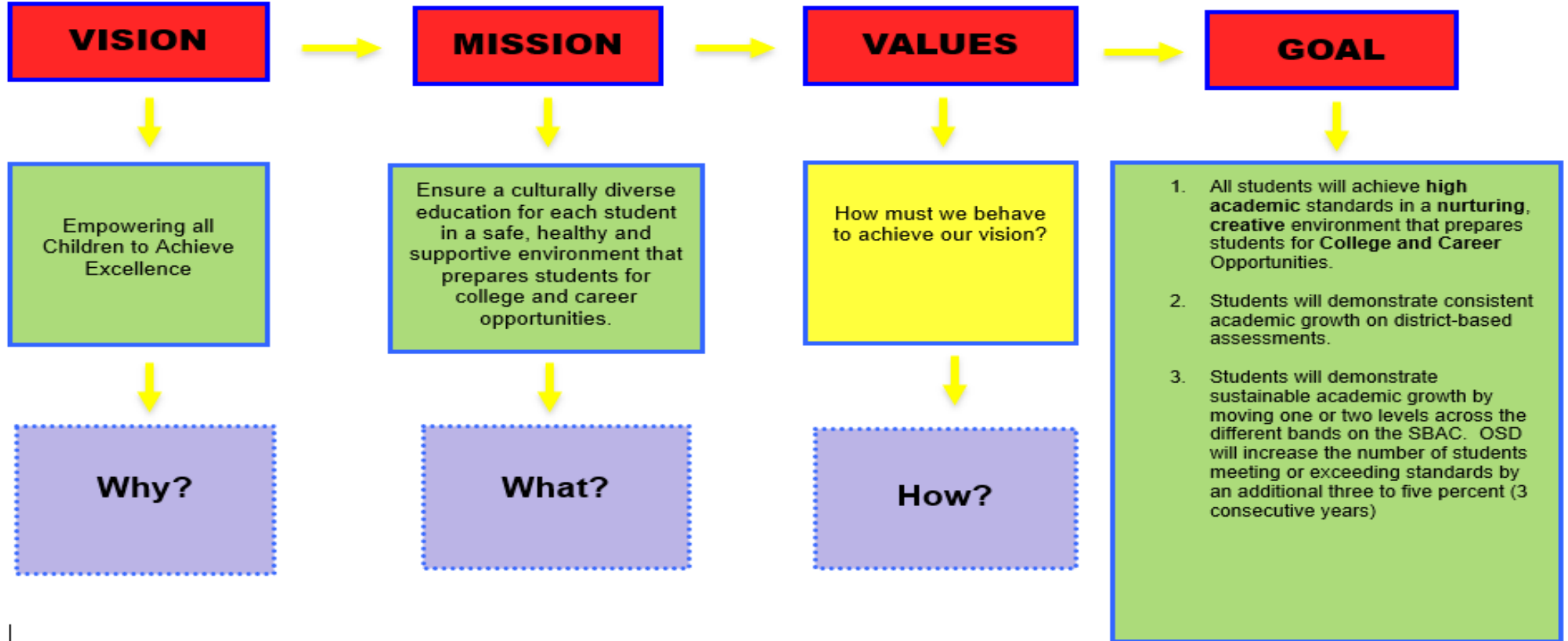


ACADEMIC GOALS (Lead: Superintendent- Assistant Superintendent Educational Services – Educational Services Team)

- All Students Will Achieve High Academic Standards in a Nurturing, Creative Environment that Prepares Students for College and Career Opportunities.
- Students will demonstrate consistent academic growth in the district-based assessments.
- Students will demonstrate sustainable academic growth by moving one or two levels across the different bands in the SBAC. Increase the number of students meeting and exceeding standards. Additional three to five percent of the students will move from approaching to meeting and/or exceeding standards (3 consecutive years).

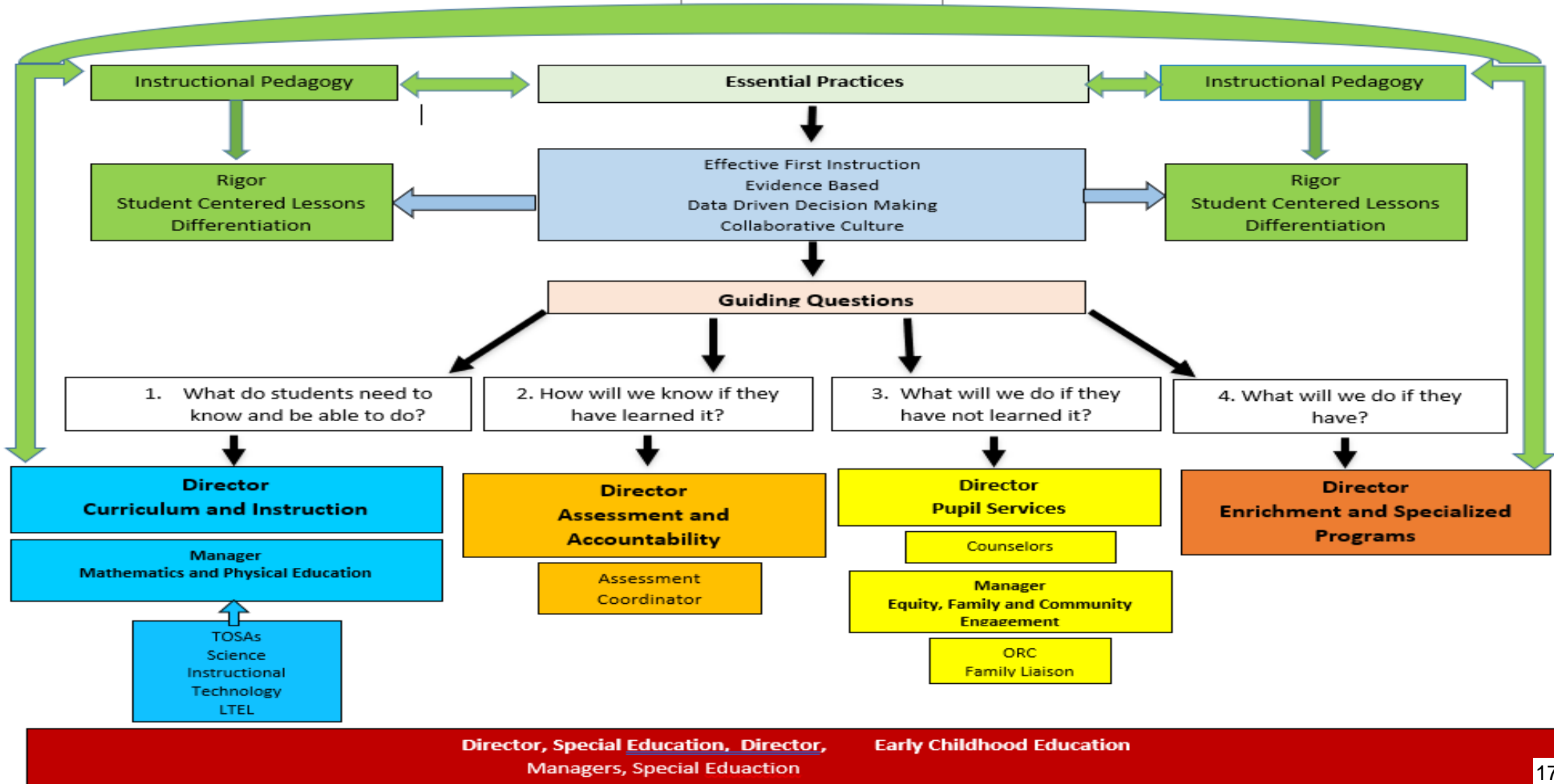
Board Goal
Instruction

Oxnard School District
Educational Services



The HOW

21st Century Learning



Educational Services Proposed Organization Chart



| | | | | | | | | |
|---|---|--|---|---|---|---|--|---|
| From Director Biliteracy | Director Curriculum, Instruction and Accountability | | | Director English Learner Services | Manager Mathematics | Manager Special Programs | | |
| Director Curriculum and Instruction TK-8 | Director Assessment and Accountability | Director Pupil Services | Director Special Education | Manager Equity, Family, and Community Engagement | Manager Math and Physical Education | Director Enrichment and Specialized Programs | Director Early Childhood | Manager Enrollment Center |
| Responsible for improving teaching and learning in the areas of Literacy, Biliteracy, Social Studies, <u>Science</u> and elective courses. Responsible for the support of all programs and resources connected to these areas. | Responsible for State and Local Assessments Responsible for local, State and Federal Compliance. Responsible for ensuring district stays current on all changing legislations around Federal and State educational needs. | Responsible for <u>M</u> ulti-Tiered System of Supports such as social emotional learning, academic Interventions, student discipline Responsible for Independent Study and Home-hospital request and programs Responsible for Promotion/Retention | Responsible for support and oversight of all Special education programs and services. | Responsible for improving and maintaining authentic engagement between and among staff, <u>f</u> amily and community. Support for different student groups (i.e African American, EL, <u>M</u> igrant) to ensure access and equity. Connect and engage families and communities of student groups with a focus on academic success. | Responsible for improving teaching and learning in the areas of Mathematics and Physical Education. Support all curriculum and resources in those areas. | Responsible for maintaining clear communication from Superintendent and Cabinet with staff, families, and community. Responsible for the implementation of the ASES grant. Responsible for the implementation and support of the district's Learning Management System Responsible for supporting Special Projects: i.e AVID, GATE, student competitions, writing contest, art contest, robotics events etc. | Responsible for the over-sight of State Preschool, Preschool-3 Responsible for the support of health & social services for families of pre-school students Responsible for supporting the academic alignment between Early Childhood education and elementary school. Leads Pk-3 Articulation | Responsible for the management of all district enrollment, including initial assessment of EL students. |

COMMUNICATION (Lead: Superintendent-Communication Team-Cabinet)

- Improve communication with parents, community and staff.
- Create systems of communication that are consistent amongst all schools in the District and that engage families of different backgrounds.
- Improve district website to ensure easy access to information.
- Enhance family engagement through the implementation of systematic and systemic platform for communication.
- Develop, enhance and continue implementation of consistent strategies to ensure parent involvement at the school and district level.
- Re-align services for families to coordinate communication and collaboration amongst the different parent constituencies.
- Develop a clear system to align services between the different support staff in order to guide and provide services to students and families.

Director Enrichment and Specialized Programs

(Manager of Special Programs)

- Responsible for maintaining clear communication from Superintendent and Cabinet with staff, families, and community.
- Responsible for the implementation and support of the district's Learning Management System
- Responsible for supporting Special Projects: i.e AVID, GATE, student competitions, writing contest, art contest, robotics events etc.
- Responsible for the implementation of the ASES grant.

Rationale

- To better support and align authentic communication with staff, families and community.
- To provide enrichment opportunities for all students

Manager, Equity, Family, and Community Engagement

(Director of English Learner Services)

- Responsible for improving and maintaining authentic engagement between and among staff, family and community.
- Support for different student groups (i.e African American, EL, Migrant) to ensure access and equity across schools and programs.
- Connect and engage families and communities of student groups with a focus on academic success.

Rationale

- Focus on all student groups is necessary to address any systemic inequities. Student groups include English Learners, African American and others.
- Facilitate and support authentic family and community engagement for all OSD families. Engagement is focused on improving student academic achievement



“And the day came when the risk to remain the same was greater than the risk to change ...

It is, after all, the only hope for the cocoon to become the butterfly.”



OXNARD SCHOOL DISTRICT

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Oxnard School District Encourages Remote, Online Public Participation For Oxnard School District's Board Meetings

During the COVID-19 pandemic, the Oxnard School District is committed to public input and participation in school district governance in a manner that is consistent with shelter in place guidance provided by public health officials. The District highly encourages remote, online participation in order to promote the safety and health of our community.

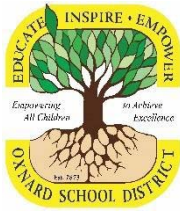
The Oxnard School District has taken the following steps to utilize technology to facilitate public participation during our upcoming board meetings in order to comply with public health guidance during the COVID-19 pandemic:

1. **Watch the meeting live.** The Oxnard School District Board meeting will be live streamed on the District's website at www.osdtv.oxnardsd.org and will also be shown on the following cable TV channels: Charter Spectrum Cable- Channel 20 and Frontier communication – Channel 37
2. **Public comment in advance.** We encourage members of the public to submit public comment in advance of the meeting. Public comment may be emailed to OSD_BoardMeetings@oxnardsd.org. In addition, please feel free to bring your written comment to the District Office between 9:00 and 12:00 p.m., you can also drop off your written comment at the District Office mail box located outside the front office, until 4:00 p.m. before the meeting. Please identify if the public comment is for a non-agenda or agendized item. If your public comment is for an agendized item, please identify clearly the agenda item number and title in your email. Any written testimony for public comment submitted via email before 11:00 am the day of the meeting will be provided to the Board members electronically or in written format. All public comments receive before the meeting will become part of the meeting archive.
3. **Public comment during the meeting.** Members of the public can join the Zoom Meeting from a computer via Zoom at [ZOOM.OXNARDSD.ORG](https://zoom.us/j/11118), mobile device, tablet or by phone. The Zoom meeting information will be provided in every board meeting agenda. You can find the meeting information on the following webpage page <https://www.oxnardsd.org/Page/11118> as long as needed during the COVID-19 pandemic.

In order to facilitate effective remote participation for all, please remember a few courtesies of conference calls if you opt to use Zoom for the purpose of providing public comment:

- Please do not put the call on hold.
- Please do not have the television/website transmission of the meeting playing while you are speaking as you provide public comment. You must minimize background noise.

We ask that you please be patient as we adjust to these changes and implement these new modalities for connection and public engagement. We are committed to making our meetings as accessible as practicable during unprecedented times, but if you need additional accommodations or support for remote participation in advance of the meeting, please contact Monica Noriega at mnoriega@oxnardsd.org or Argelia Tellez at atellez@oxnardsd.org or call 805-385-1501.



OXNARD SCHOOL DISTRICT

1051 South "A" Street • Oxnard, California 93030 • 805/385-1501 • www.oxnardsd.org

El Distrito Escolar de Oxnard alienta la participación pública a distancia en línea en las reuniones de la Junta Directiva de Educación

Durante la pandemia COVID-19, el Distrito Escolar de Oxnard tiene el compromiso de acoger el aporte y la participación del público en el gobierno del distrito escolar de una manera consistente con la recomendación de las autoridades de salud pública de refugiarse en el lugar (permanecer en casa). El Distrito alienta firmemente la participación a distancia en línea, con el fin de fomentar la seguridad y salud de nuestra comunidad.

Con el fin de cumplir con las indicaciones de las autoridades de salud pública durante la pandemia COVID-19, el Distrito Escolar de Oxnard ha adoptado medidas para facilitar la participación pública en las próximas reuniones de la Junta Directiva de Educación a través de los siguientes medios tecnológicos:

1. **Vea la reunión en vivo.** La reunión de la Junta Directiva de Educación del Distrito Escolar de Oxnard será transmitida en el sitio web del Distrito en www.osdtv.oxnardsd.org y también será transmitida por los siguientes canales de televisión por cable: Charter Spectrum Cable - Canal 20 y Frontier Communication - Canal 37.
2. **Comentarios del público por adelantado.** Recomendamos a los miembros de público enviar sus comentarios con anticipación, antes de la reunión. Los comentarios del público pueden ser enviados por correo electrónico a OSD_BoardMeetings@oxnardsd.org. Además, puede traer sus comentarios a la Oficina del Distrito entre las 9:00 de la mañana y 12 del mediodía. También puede depositar su comentario en el buzón de correo que se encuentra afuera de la oficina, hasta las 4:00 de la tarde del día de la reunión. Por favor indique si el comentario público es sobre un tema que está en la agenda o no lo es. Si su comentario público es sobre un tema que está incluido en la agenda, por favor indique con claridad en su correo electrónico, el número y el título del tema. Toda declaración por escrito sobre comentarios públicos recibida vía correo electrónico antes de las 11:00 de la mañana del día en que tendrá lugar la reunión, será entregada a la Junta Directiva por vía electrónica o por escrito. Todos los comentarios del público recibidos antes de la reunión formarán parte de los archivos de la reunión.
3. **Comentarios del público durante la reunión.** Los miembros del público también pueden participar en la reunión para proporcionar sus comentarios vía videoconferencia Zoom en [ZOOM.OXNARD.ORG](https://zoom.us/j/11118), desde una computadora, dispositivo electrónico, tableta o teléfono. Puede encontrar la información de la reunión Zoom en la agenda de cada reunión. La información sobre la reunión se encuentra en la siguiente página de nuestro sitio web <https://www.oxnardsd.org/Page/11118> mientras sea necesario durante la pandemia COVID-19.

Con el fin de facilitar una participación a distancia efectiva para todos, por favor recuerde algunas de las reglas de cortesía de las conferencias telefónicas, si decide utilizar Zoom con el propósito de proporcionar su comentario público:

- Por favor no ponga la llamada en espera.
- Por favor no mantenga encendida la transmisión de la reunión en la televisión/el sitio web mientras expresa su comentario público. Debe minimizar el ruido de fondo.

Les rogamos que tengan paciencia conforme nos ajustamos a estos cambios e implementamos estas nuevas formas de conexión y participación pública. Tenemos el compromiso de hacer que estas reuniones sean accesibles en la medida de lo posible, durante esta época sin precedentes. Sin embargo si usted necesita adaptaciones o apoyo adicionales para la participación a distancia, antes de la reunión, por favor contacte a Monica Noriega en mnoriega@oxnardsd.org o a Argelia Tellez en atellez@oxnardsd.org o llame al 805-385- 1501.

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 4, 2020

Agenda Section: Section C: Consent Agenda

Purchase Order/Draft Payment Report #20-03 (Penanhoat/Franz)

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

1. A listing of Purchase orders issued 09/05/2020 through 10/20/2020 for the 2020-2021 school year, for \$5,638,854.11.
2. There are no Draft Payments issued from 09/05/2020 through 10/20/2020, for the 2020-2021 school year.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Interim Assistant Superintendent, Business & Fiscal Services, and the Director of Purchasing that the Board of Trustees approve Purchase Order/Draft Payment Report #20-03 as submitted.

ADDITIONAL MATERIALS:

Attached: [Purchase Order Report \(13 pages\)](#)

Includes Purchase Orders dated 09/05/2020 - 10/20/2020

| PO Number | Vendor Name | Loc | Description | Order Amount |
|------------|---|-----------------|--|--------------|
| NP21-00007 | P And R Paper Supply Co | CNS | stores | 4,681.27 |
| NP21-00008 | Acorn Paper Products Co | CNS | stores | 4,662.29 |
| NP21-00009 | Gold Star Foods | CNS | stores | 571.50 |
| NP21-00010 | Grainger Inc | CNS | stores | 4,094.50 |
| NP21-00011 | Acorn Paper Products Co | CNS | stores | 3,584.80 |
| NP21-00012 | ROSE & SHORE | CNS | stores | 43,146.24 |
| NP21-00013 | P And R Paper Supply Co | CNS | stores | 2,174.65 |
| NP21-00014 | Acorn Paper Products Co | CNS | stores | 4,662.29 |
| NP21-00015 | Gold Star Foods | CNS | stores | 312.75 |
| NP21-00016 | ROSE & SHORE | CNS | stores | 39,550.72 |
| NP21-00017 | Acorn Paper Products Co | CNS | stores | 3,230.51 |
| P21-00619 | Office Depot Bus Ser Div | DRIFFILL | MATLS/SUP- DISTANCE LEARNING | 922.88 |
| P21-00932 | ACSA/FEA | HR | Serv- | 1,000.00 |
| P21-00933 | Dept Of Toxic Substances Ctr | FACILITIES | Environ Fees / Doris and Patterson | 2,634.00 |
| P21-00934 | Nestle Waters North America Ready Refresh | DRIFFILL | Matl/Supp-instructional | 2,478.25 |
| P21-00935 | Office Depot Bus Ser Div | MARSHALL | MATL/SUP - Instruction | 1,000.00 |
| P21-00936 | DKG Media LP Education Admin Web Advisor | FACILITIES | Conference | 170.00 |
| P21-00937 | SCANTRACKER | PURCHASING | MTLS | 27.74 |
| P21-00938 | Children's Therapy Network | Special Ed | SERV (OSD SPEC. ED. STUDENTS) | 5,000.00 |
| P21-00939 | P And R Paper Supply Co | CNS | supplies | 4,289.01 |
| P21-00940 | Amazon Com | FACILITIES | COVID Materials and Supplies | 3,662.00 |
| P21-00941 | AMERICOVER INC | FACILITIES | COVID Materials and Supplies | 1,741.56 |
| P21-00942 | DONGALEN ENTERPRISES INC INTER STATE PLASTICS | FACILITIES | COVID Materials and Supplies | 48,487.50 |
| P21-00943 | Children's Therapy Network | Special Ed | SERV (PRIVATE SCHOOL SPEC. ED. STUDENTS) | 10,000.00 |
| P21-00944 | VCOE - 0950 | ED SERVICES | CONF/COVID DL | 5,500.00 |
| P21-00945 | School Nutrition Association | CNS | membership | 132.50 |
| P21-00946 | FoodCorp Inc | CNS | SERV | 7,500.00 |
| P21-00947 | Office Depot Bus Ser Div | BUSINESS | MATLS/SUP | 1,000.00 |
| P21-00948 | TOM HENSON HENSON MUSIC CENTER | LOPEZ | MATL/SUPPLY-INSTRUCTION | 500.00 |
| P21-00949 | TOM HENSON HENSON MUSIC CENTER | LOPEZ | COVID MATL/SUPPLY-INSTRUCTION | 560.03 |
| P21-00950 | KAGAN PUBLISHING | LOPEZ | COVID CONF/INSTRUCTION | 99.00 |
| P21-00951 | MCGRAW HILL EDUCATION, INC | ERC | Textbooks | 1,615.86 |
| P21-00952 | Pearson | Special Ed | MAT/SUPL | 1,124.12 |
| P21-00953 | Teachers Pay Teachers | Special Ed | MATL/SUP (Dowd) | 157.49 |
| P21-00954 | HEALTHY SCHOOL SUPPLY, LLC | PURCHASING | MTLS/ DISP. ADULT MASKS (COVID-19) | 11,261.20 |
| P21-00955 | Troxell Communications, Inc | RAMONA | Distance Learning (headphones) | 7,370.10 |
| P21-00956 | CANON SOLUTIONS AMERICA INC | EARLY CHILDHOOD | Service | 180.00 |
| P21-00957 | ACSA/FEA | ED SERVICES | CONF | 1,713.33 |
| P21-00958 | CURVATURE, INC CURVATURE LLC | ED SERVICES | MATL | 432.16 |
| P21-00959 | Monster Technology LLC | RAMONA | Matl/Supplies-Toner (color & brother) | 1,554.83 |
| P21-00960 | Office Depot Bus Ser Div | MCKINNA | matls/sup-instl-distance learning COVID | 2,679.74 |
| P21-00961 | Amazon Com | SAN MIGUEL | Materials & Supplies- Distance Learning | 520.25 |

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.

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Includes Purchase Orders dated 09/05/2020 - 10/20/2020

| PO Number | Vendor Name | Loc | Description | Order Amount |
|-----------|---|-----------------|--|--------------|
| P21-00962 | Office Depot Bus Ser Div | MARSHALL | MATL/SUP - Instruction - Distance Learning | 16.16 |
| P21-00963 | Amazon Com | MARSHALL | MATL/SUP - Instruction - Distance Learning | 189.20 |
| P21-00964 | Walmart | MCKINNA | Instructional matl/sup-Distance learning-COVID | 1,000.00 |
| P21-00965 | Amazon Com | Special Ed | MATLS(COVID-OT) | 109.73 |
| P21-00966 | Lakeshore Learning Materials-V | Special Ed | MATLS(COVID-OT) | 81.85 |
| P21-00967 | Office Depot Bus Ser Div | MCKINNA | matl.sup-instrcdtional COVID | 3,767.48 |
| P21-00968 | DICK BLICK COMPANY BLICK ART MATERIALS | LOPEZ | COVID MATERIAL/SUPPLY | 5,054.55 |
| P21-00969 | Amazon Com | CURREN | matl/sup - instructional | 57.21 |
| P21-00970 | Amazon Com | SAN MIGUEL | Materials & Supplies- Covid | 354.74 |
| P21-00971 | ISSSQUARED, Inc | IT | SERV/ Matl Sup (COVID) | 11,421.50 |
| P21-00972 | CDW G | IT | SOFTWARE LIC | 2,301.49 |
| P21-00973 | TRI-COUNTY OFFICE FURNITURE | IT | Equip (ITS Staff) | 11,062.91 |
| P21-00974 | IMAGE ONE CORP | BUSINESS | SERV | 436.63 |
| P21-00975 | Amazon Com | EARLY CHILDHOOD | Mat/Sup - Instruction | 758.22 |
| P21-00976 | COUNTY OF VENTURA OFFICE OF DISTRICT ATTORNEY | Pupil Svcs | SERV | 11,499.97 |
| P21-00977 | Willdan Financial Services | BUSINESS | SERV | 3,000.00 |
| P21-00978 | Southwest School & Office Sup | WAREHOUSE | STORES | 4,014.77 |
| P21-00979 | Amazon Com | SAN MIGUEL | Materials & Supplies | 272.30 |
| P21-00980 | Amazon Com | FACILITIES | Materials and Supplies | 195.42 |
| P21-00981 | Smart And Final Iris Co | BREKKE | MATL/SUPL-Instructional | 500.00 |
| P21-00982 | ACSA/FEA | RISK MGMT | ACSA Membership Penanhoat | 762.50 |
| P21-00983 | Lakeshore Learning Materials | SAN MIGUEL | Materials & Supplies- Distance Learning | 1,964.07 |
| P21-00984 | IMAGE APPAREL FOR BUSINESS | TRANSPORTATION | SERV (20-21 TRANSPORTATION UNIFORMS) | 352.90 |
| P21-00985 | Office Depot Bus Ser Div | FREMONT | Materials and Supplies (Instructional) | 144.69 |
| P21-00986 | Office Depot Bus Ser Div | Pupil Svcs | MAT/SUP - COVID | 1,012.69 |
| P21-00987 | Amazon Com | MARINA | MATL/SUPL-INSTR DISTANCE LEARNING | 523.51 |
| P21-00988 | Office Depot Bus Ser Div | SORIA | Mats/Sup - Distance Learning | 646.51 |
| P21-00989 | Office Depot Bus Ser Div | SORIA | Mats/Sup - Distance Learning | 134.48 |
| P21-00990 | DICK BLICK COMPANY BLICK ART MATERIALS | SORIA | Mats/Sup - Distance Learning | 289.74 |
| P21-00991 | Jordanos Inc | CNS | supplies | 50.64 |
| P21-00992 | Amazon Com | FREMONT | Distance Learning Materials (COVID) | 172.35 |
| P21-00993 | Walmart | Pupil Svcs | MATL/SUP LCAP 2.23 | 2,500.00 |
| P21-00994 | City Of Oxnard | FACILITIES | Fees / Marshall, Ramon, Soria | 600.00 |
| P21-00995 | Blackhawk Products | FACILITIES | Locksmith Materials and Supplies | 79.00 |
| P21-00996 | Grainger Inc | TRANSPORTATION | MTLS (COVID-19) | 77.06 |
| P21-00997 | Office Depot Bus Ser Div | TRANSPORTATION | MTLS (COVID-19) | 55.81 |
| P21-00998 | City Of Oxnard (Rec Svcs) Rec & Comm Svcs | TRANSPORTATION | SERVICES | 1,473.00 |
| P21-00999 | Amazon Com | MARSHALL | MATL/SUP - Instruction | 484.55 |
| P21-01000 | Colbi Technologies Inc | BUSINESS | SERV | 10,250.00 |
| P21-01001 | Amazon Com | SORIA | Mats/Sup - Instructional | 1,045.89 |
| P21-01002 | Ventura Co Office Of Education | SAN MIGUEL | Conference | 300.00 |

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Includes Purchase Orders dated 09/05/2020 - 10/20/2020

| PO Number | Vendor Name | Loc | Description | Order Amount |
|-----------|---|----------------|--|--------------|
| P21-01003 | Veritiv Operating Company | GRAPHICS | Materials and Supplies | 833.12 |
| P21-01004 | Southwest Plastic Binding Co S outhwest Binding & Laminating | GRAPHICS | Materials and Supplies | 620.64 |
| P21-01005 | Mercury Disposal System, Inc | WAREHOUSE | Service | 900.00 |
| P21-01006 | IMAGE APPAREL FOR BUSINESS | CUSTODIAL | SERV (20-21 CUSTODIAL UNIFORMS) | 6,745.54 |
| P21-01007 | Amazon Com | FACILITIES | COVID Materials and Supplies | 338.97 |
| P21-01008 | Office Depot Bus Ser Div | WAREHOUSE | Stores Supplies | 807.69 |
| P21-01009 | Office Depot Bus Ser Div | DRIFFILL | MATL/SUPP-instructional | 2,000.00 |
| P21-01010 | Spicers Paper Inc | GRAPHICS | Materials and Supplies | 2,146.06 |
| P21-01011 | Office Depot Bus Ser Div | RITCHEN | MATL/SUP-INSTRUCTIONAL | 400.00 |
| P21-01012 | Office Depot Bus Ser Div | SORIA | Mats/Sup - Distance Learning | 349.63 |
| P21-01013 | Amazon Com | KAMALA | Materials & Supplies-Inst | 705.91 |
| P21-01014 | DICK BLICK COMPANY BLICK ART M ATERIALS | SORIA | Mats/Sup - Distance Learning | 405.64 |
| P21-01015 | Amazon Com | ELM | DISTANCE LEARNING | 242.85 |
| P21-01016 | International E-Z UP Inc | Enrollment Ctr | MATL/SUP (COVID-19) | 224.20 |
| P21-01017 | Fence Factory | FACILITIES | DEFERRED MAINT/SITE (FRE FENCE PROJECT) | 42,676.00 |
| P21-01018 | CHARLES M PARRENT DBA/ FALCON ROOFING COMPANY | FACILITIES | DEF MAINT/BLDG (LOPEZ BLDG. 7 ROOF REPLACEMENT) | 46,887.00 |
| P21-01019 | Amazon Com | Pupil Srvs | MAT/SUP | .00 |
| P21-01020 | Office Depot Bus Ser Div | BREKKE | Mat/ Supl Instructional | 500.00 |
| P21-01021 | Office Depot Bus Ser Div | BREKKE | MATL/ SUP - Admin | 500.00 |
| P21-01022 | Perma Bound Books | SORIA | BKS - Distance Learning | 433.69 |
| P21-01023 | ONLINE LABELS | LOPEZ | MATL/SUPPLY-INSTRUCTION | 704.07 |
| P21-01029 | Office Depot Bus Ser Div | DRIFFILL | MATL/SUPP-instructional for D.Learning | 1,076.38 |
| P21-01030 | Amazon Com | MARSHALL | MATL/SUP - Instruction - Distance Learning | 5,051.11 |
| P21-01031 | PANORAMA EDUCATION INC | Pupil Srvs | SERV | 125,000.00 |
| P21-01032 | Ventura Co Office Of Education | Special Ed | SERV (NM100105) | 23,629.32 |
| P21-01033 | Silvas Oil Company Inc | TRANSPORTATIO | OIL | 1,000.00 |
| P21-01034 | Witherspoon Ent Inc DBA Port A Stor | SAN MIGUEL | RENTAL | 2,155.00 |
| P21-01035 | Boxwood Technology Inc | HR | Recruit- | 1,000.00 |
| P21-01036 | CDW G | HR | Comp Supp- | 319.86 |
| P21-01037 | Brainpop Com LLC | LOPEZ | LICENSE/INSTRUCTION | 2,500.00 |
| P21-01038 | Rosetta Stone Ltd | ENGLISH LEARNE | Online License/Distance Learning | 3,135.00 |
| P21-01039 | Brainpop Com LLC | SORIA | SERV - Instructional | 3,745.00 |
| P21-01040 | SCHOOL TECH SUPPLY | SIERRA LINDA | MATL/SUPP (Mares) | 1,162.15 |
| P21-01041 | MCGRAW HILL EDUCATION INC | ENGLISH LEARNE | SERV/LPSGB-DL | 3,000.00 |
| P21-01042 | Amazon Com | IT | Comp Sup (COVID) | 1,811.00 |
| P21-01043 | Amazon Com | IT | Comp Sup (COVID) | 1,811.00 |
| P21-01044 | Amazon Com | IT | Comp Sup (COVID) | 905.50 |
| P21-01045 | GATEWAY EDUCATION HOLDINGS LLC SAVVAS LEARNING CO., LLC | ENGLISH LEARNE | SERV / LPSGB | 1,000.00 |
| P21-01046 | BIOMETRICS4ALL, INC | HR | Serv- | 1,939.50 |
| P21-01047 | Amazon Com | ED SERVICES | MATL | 23.69 |
| P21-01048 | Amazon Com | ED SERVICES | MATL/SUP | 1,141.55 |
| P21-01049 | Lakeshore Learning Materials | EARLY CHILDHOO | Mat/Sup - Instruction | 204.54 |

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Includes Purchase Orders dated 09/05/2020 - 10/20/2020

| PO Number | Vendor Name | Loc | Description | Order Amount |
|-----------|--|--------------|---|--------------|
| P21-01050 | SAN JOAQUIN COUNTY OFC OF ED | HR | Recruit- | 2,340.45 |
| P21-01051 | Garcia Hernandez Sawhney, LL P | BUSINESS | SERV | 800,000.00 |
| P21-01052 | JOHN S. BASCOM INC PRECISION P LUMBING-MECHANICAL | FACILITIES | DEF MAINT/SITE (MCA GREASE INTERCEPTOR) | 16,490.00 |
| P21-01053 | School Tech Supply | FREMONT | Supplies (Instructional) | 792.11 |
| P21-01054 | Super Duper Inc | Special Ed | MATL/SUP (Glick) | 215.45 |
| P21-01055 | Solution Tree | LOPEZ | LICENSE/INSTRUCTION | 3,500.00 |
| P21-01056 | Studies Weekly | SORIA | SERV - Distance Learning | 823.38 |
| P21-01057 | SUSAN M. RILEY THE VISION BOAR D, LLC | LEMONWOOD | ONLINE LICENSE (Instructional) | 382.50 |
| P21-01058 | Printech | SORIA | EQUIP | 1,505.27 |
| P21-01059 | BMI Systems Group | IT | Matl/Sup COVID | 1,278.70 |
| P21-01060 | Southwest Plastic Binding Co S outhwest Binding & Laminating | GRAPHICS | Materials and Supplies | 1,241.28 |
| P21-01061 | Dell Direct Sales Lp | HR | Computer Equip- | 2,040.39 |
| P21-01062 | SCHOLASTIC INC | SORIA | Matls/Sup - Distance Learning | 728.64 |
| P21-01063 | Jordanos Inc | CNS | supplies | 43,100.00 |
| P21-01064 | Amazon Com | RAMONA | DL Learning Ergo Keyboards | 936.86 |
| P21-01065 | Corwin Press Inc | RAMONA | PD support for Distance Learning (teachers) | 2,340.96 |
| P21-01066 | Amazon Com | RAMONA | Distance Learning Supplies (webcam) | 502.10 |
| P21-01067 | Amazon Com | RAMONA | DL supplies Kinder (soil) | 132.89 |
| P21-01068 | Amazon Com | MARINA | MATL/SUPL-Instructional/COVID | 3,166.33 |
| P21-01069 | Amazon Com | KAMALA | Materials & Supplies-Inst | 234.30 |
| P21-01070 | Amazon Com | MARSHALL | MATL/SUP - Instruction | 38.72 |
| P21-01071 | Amazon Com | LOPEZ | MATL/SUPPLY-INSTRUCTION | 183.54 |
| P21-01072 | Amazon Com | Special Ed | MATLS(REITZ) | 51.80 |
| P21-01073 | Amazon Com | DRIFILL | matl/supp-instructional COVID | 273.52 |
| P21-01074 | Learning Rights Law Center Cli ent Trust Account | BUSINESS | SERV-attorney fees | 4,250.00 |
| P21-01075 | Learning Rights Law Center Cli ent Trust Account | BUSINESS | SERV-attorney fees | 7,250.00 |
| P21-01076 | Learning Rights Law Center Cli ent Trust Account | BUSINESS | SERV-attorney fees | 10,000.00 |
| P21-01077 | Amazon Com | MCKINNA | matl/sup-instructional- distance learning | 909.87 |
| P21-01078 | Amazon Com | SORIA | Matls/Sup - Distance Learning | 228.55 |
| P21-01079 | Amazon Com | FACILITIES | Materials and Supplies | 210.26 |
| P21-01080 | Amazon Com | SAN MIGUEL | Materials & Supplies (Distance Learning) | 125.70 |
| P21-01082 | Amazon Com | SIERRA LINDA | MATL/SUPP - SEE NOTES | 559.24 |
| P21-01083 | Amazon Com | FACILITIES | Materials and Supplies | 134.50 |
| P21-01084 | Amazon Com | FACILITIES | Materials and Supples | 307.48 |
| P21-01085 | Amazon Com | MCKINNA | matl/sup-Insturcital | 4,329.64 |
| P21-01086 | Amazon Com | MCAULIFFE | Material (COVID-19/Distance Learning) | 2,905.07 |
| P21-01087 | Amazon Com | PURCHASING | MTLS- FIRE DAMAGES | 625.07 |
| P21-01088 | WIRELESSGUYS, INC | IT | MTLS | 1,600.00 |
| P21-01089 | Allconnected Inc | IT | SVCS | 1,000.00 |
| P21-01090 | STEPHEN F. WATRAK TEL QUEST CO MMUNICATIONS | IT | SERVICES | 808.13 |
| P21-01091 | INSIGHT NEUROPSYCHOLOGY | Special Ed | SERV | 30,000.00 |

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Includes Purchase Orders dated 09/05/2020 - 10/20/2020

| PO Number | Vendor Name | Loc | Description | Order Amount |
|-----------|---|----------------|---|--------------|
| P21-01092 | SCHOOL TECH SUPPLY | Special Ed | COMP EQUIPT/MATLS (SpEd) Distance Learning | 50,139.72 |
| P21-01093 | Pearson | Special Ed | Mat/Supl | 2,433.37 |
| P21-01094 | CPI | Special Ed | MEMBERSHIP (GARCIA-THOMAS) | 150.00 |
| P21-01095 | SCHOOL TECH SUPPLY | IT | COMP SUP (COVID19) | 86,954.25 |
| P21-01096 | MANSON WESTERN LLC WESTERN PSY CHOLOGICAL SERVICES | Special Ed | MAT/SUPL | 1,510.14 |
| P21-01097 | Teachers Pay Teachers | MARSHALL | SERV - Instruction | 200.00 |
| P21-01098 | MANSON WESTERN LLC WESTERN PSY CHOLOGICAL SERVICES | Special Ed | MAT/SUPL | 2,787.06 |
| P21-01099 | Teachers Pay Teachers | MARSHALL | SERV - Instruction | 80.63 |
| P21-01100 | BOOM LEARNING | MARSHALL | SERV - Instruction | 80.64 |
| P21-01101 | MANSON WESTERN LLC WESTERN PSY CHOLOGICAL SERVICES | Special Ed | MAT/SUPL | 1,530.16 |
| P21-01102 | SCHOOL TECH SUPPLY | SORIA | EQUIP - Admin | 999.92 |
| P21-01103 | SIGLER WHOLESALE DISTRIBUTORS | FACILITIES | COVID Equipment | 194,984.40 |
| P21-01104 | Printech | FRANK | MATL/SUP - Instructional | 3,232.50 |
| P21-01105 | RIVERSIDE ASSESSMENTS LLC RIVE RSIDE INSIGHTS | Special Ed | MAT/SUPL | 5,480.28 |
| P21-01106 | Gopher Sport | PURCHASING | Hand Sanit.Stations/ COVID-19 | 22,365.21 |
| P21-01107 | MCGRAW HILL EDUCATION, INC | ERC | Textbooks | 2,988.48 |
| P21-01108 | Curriculum Associates Inc | Special Ed | MAT/SUPL | 10,576.32 |
| P21-01109 | CUSTOMINK, LLC | LOPEZ | MATL/SUPPLY-INSTRUCTION | 4,649.74 |
| P21-01110 | CDW G | Special Ed | SOFTWARE (Danielle Edwards & Christy Garibay) | 327.00 |
| P21-01111 | WINSOR LEARNING INC | Special Ed | SERV (SONDAY) | 11,000.00 |
| P21-01112 | Play With A Purpose | SAN MIGUEL | Materials & Supplies/Covid | 1,339.17 |
| P21-01113 | Reliable Floor Covering Co | FACILITIES | Def Maint / Prof Service / Brekke | 11,690.00 |
| P21-01114 | Ashton Awards Inc Aswell Troph y | LOPEZ | MATL/SUPPLY-ADMIN | 21.55 |
| P21-01115 | CAMFIL USA INC | FACILITIES | COVID Supplies | 24,697.27 |
| P21-01116 | CAMFIL USA INC | FACILITIES | COVID Supplies | 24,901.24 |
| P21-01117 | ACSA/FEA | FRANK | CONF - ADMIN | 259.00 |
| P21-01118 | SMART AND FINAL-C.I. BLVD | CURREN | mat/sup - instructional | 2,155.00 |
| P21-01119 | LITERACY RESOURCES LLC | ELM | MATL/SUPP-INSTRUC | 172.38 |
| P21-01120 | CHG MEDICAL STAFFING INC DBA / COMPHEALTH MEDICAL STAFFING | Special Ed | SERV | 118,400.00 |
| P21-01121 | Lakeshore Learning Materials | DRIFFILL | Mat/Sup - Instruction | 502.85 |
| P21-01122 | Lakeshore Learning Materials | EARLY CHILDHOC | Mat/SUP - Instruction | 107.67 |
| P21-01123 | Lakeshore Learning Materials | EARLY CHILDHOC | Mat/Sup - Instruction | 53.84 |
| P21-01124 | Office Depot Bus Ser Div | CURREN | mat/sup-instructional | 3,771.25 |
| P21-01125 | Ventura Co Office Of Education | FRANK | CONF - Instructional | 200.00 |
| P21-01126 | Dell Direct Sales Lp | EARLY CHILDHOC | COMP - Instruction (COVID) | 12,783.50 |
| P21-01127 | Amazon Com | RITCHEN | MATL/SUP-Instructional-COVID | 173.98 |
| P21-01128 | Ventura Co Office Of Education | LOPEZ | CONF/INSTRUCTION | 150.00 |
| P21-01129 | Home Depot Inc | EARLY CHILDHOC | Mat/Sup - Instruction | 73.18 |

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| PO Number | Vendor Name | Loc | Description | Order Amount |
|-----------|---|-----------------|---|--------------|
| P21-01130 | Lowe's | EARLY CHILDHOOD | Mat/Sup - Instruction | 98.01 |
| P21-01131 | Quiroz Auto Glass | TRANSPORTATION | REPAIR | 498.00 |
| P21-01132 | International E-Z UP Inc | HARRINGTON | MATERIALS & SUPPLIES - COVID 19 | 123.90 |
| P21-01133 | Walmart | HARRINGTON | MATERIALS & SUPPLIES - INSTRUCTION | 120.00 |
| P21-01134 | Grainger Inc | WAREHOUSE | Stores Supplies | 408.95 |
| P21-01135 | Southwest School & Office Sup | WAREHOUSE | Stores Supplies | 1,513.91 |
| P21-01136 | Pioneer Chemical Co | WAREHOUSE | Stores Supplies | 313.77 |
| P21-01137 | CN School & Office Sol, Inc Cuyler-Newlin | MCKINNA | BOND/EQUIP-MATL (MCK - ADDTL SHELVES-LIBRARY) | 6,311.63 |
| P21-01138 | Amazon Com | Pupil Svcs | MAT/SUP | 56.05 |
| P21-01139 | Dept Of Toxic Substances Ctr | FACILITIES | Bond / Doris & Patterson Fees | 96.38 |
| P21-01140 | School Health Corporation | Pupil Svcs | MAT/SUP | 66.76 |
| P21-01141 | Ventura Co Office Of Education | Pupil Svcs | SERV Transportation Foster Youth | 20,000.00 |
| P21-01142 | Ventura Co Office Of Education | SORIA | CONF - Admin | 250.00 |
| P21-01143 | Studies Weekly | BREKKE | MATL/SUP-Instructional | 1,747.49 |
| P21-01144 | Amazon Com | Special Ed | MATL/SUP Distance Learning | 4,621.07 |
| P21-01145 | SCHOLASTIC-MAGAZINES | RITCHEN | MATL/SUP-Instructional - Santillan | 151.78 |
| P21-01146 | SCHOLASTIC-MAGAZINES | CURRENT | mat/sup - instructional | 78.54 |
| P21-01147 | Amazon Com | HARRINGTON | MATERIALS & SUPPLIES | 217.22 |
| P21-01148 | DUDE SOLUTIONS INC | FACILITIES | Prof Services | 22,829.18 |
| P21-01149 | SCHOLASTIC-MAGAZINES | BREKKE | MAT/SUP-INSTRUCTIONAL | 1,919.94 |
| P21-01150 | Home Depot Inc | CUSTODIAL | Non-Capital Equipment | 3,595.59 |
| P21-01151 | Amazon Com | SAN MIGUEL | Materials & Supplies- COVID | 1,897.84 |
| P21-01152 | Amazon Com | Special Ed | MATL/SUP (T.M) | 57.68 |
| P21-01153 | ADV MEDICAL PERSONNEL SVCS INC | Special Ed | SERV(RALEY) | 121,600.00 |
| P21-01154 | ADV MEDICAL PERSONNEL SVCS INC | Special Ed | SERV (WILLIAMS) | 121,600.00 |
| P21-01155 | ADV MEDICAL PERSONNEL SVCS INC | Special Ed | SERV(RANDALL) | 129,200.00 |
| P21-01156 | Amazon Com | Special Ed | MATL/SUP (AAC) | 1,687.68 |
| P21-01157 | TOYS FOR SPECIAL CHILDREN, INC ENABLING DEVICES | Special Ed | MATLS/SUPPL (AAC) | 235.45 |
| P21-01158 | Amazon Com | CURRENT | mat/sup - Distance Learning | 1,724.00 |
| P21-01159 | EVENTBRITE, INC | DRIFFILL | CONF-instructional | 84.00 |
| P21-01160 | Amazon Com | FACILITIES | Materials and Supplies | 1,760.79 |
| P21-01161 | Amazon Com | FACILITIES | Materials and Supplies | 301.68 |
| P21-01162 | SLP NOW LLC | Special Ed | SUBSC (D.Dominguez) | 268.30 |
| P21-01163 | BOOM LEARNING | SAN MIGUEL | Software/Lic Applications | 545.00 |
| P21-01164 | Salt Software, LLC | Special Ed | SERV | 3,744.00 |
| P21-01165 | Salt Software, LLC | Special Ed | SERV | 2,035.65 |
| P21-01166 | GREENWOOD PUBLISHING GROUP LLC HEINEMANN | ED SERVICES | CONF | 20,320.00 |
| P21-01167 | Flocabulary, Inc | LOPEZ | LICENSE/INSTRUCTION | 2,500.00 |
| P21-01168 | MANSON WESTERN LLC WESTERN PSYCHOLOGICAL SERVICES | Special Ed | MAT/SUPL | 1,224.60 |
| P21-01169 | CN School & Office Sol, Inc Cuyler-Newlin | Special Ed | EQUIP/CONFERENCE TABLE | 2,038.07 |

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| PO Number | Vendor Name | Loc | Description | Order Amount |
|-----------|--|---------------|---|--------------|
| P21-01170 | LORI KLEINDIENST | Special Ed | MATL/SUP (Stephens/Wu) | 301.53 |
| P21-01171 | READING HORIZONS | Special Ed | MATL/SUP (Reading Horizons) | 40,273.65 |
| P21-01172 | SCHOOL TECH SUPPLY | Special Ed | MATLS/EQUIPMENT | 4,572.04 |
| P21-01173 | CDW G | DRIFFILL | COMP/SUPP-instructional | 56.96 |
| P21-01174 | OFFICE SUPPLIES BY THE CASE BU LKOFFICESUPPLY | DRIFFILL | comp/supp-instructional | 704.62 |
| P21-01175 | Ashton Awards Inc Aswell Troph y | Special Ed | MATLS | 1,000.00 |
| P21-01176 | CDW G | Special Ed | MATLS/SUPPL | 3,277.17 |
| P21-01177 | International E-Z UP Inc | SUPERINTENDEN | MATL/SUP (COVID-19) | 448.41 |
| P21-01178 | MANSON WESTERN LLC WESTERN PSY CHOLOGICAL SERVICES | Special Ed | MAT/SUPL | 249.63 |
| P21-01179 | Hope Inc | SAN MIGUEL | Materials & Supplies | 127.47 |
| P21-01180 | MANSON WESTERN LLC WESTERN PSY CHOLOGICAL SERVICES | Special Ed | MAT/SUPL | 580.88 |
| P21-01181 | SCHOOL TECH SUPPLY | ROSE | Califone Exp. Headphones - Distance Learning | 10,251.77 |
| P21-01183 | Lakeshore Learning Materials | CURREN | matl/sup - instructional | 101.24 |
| P21-01184 | Staples Direct | SAN MIGUEL | Computer Supplies | 1,034.38 |
| P21-01185 | CDW G | ED SERVICES | SUBSCRIPTIONS/Distance Learning | 35,000.00 |
| P21-01186 | SCHOOL TECH SUPPLY | IT | SERV | 140.80 |
| P21-01187 | Amazon Com | ELM | DISTANCE LEARNING | 576.88 |
| P21-01188 | Teachers Pay Teachers | LOPEZ | COVID MATL/SUPPLY-INSTRUCTION | 485.93 |
| P21-01189 | Amazon Com | MARSHALL | MATL/SUP - Instruction - Distance Learning supplies | 222.78 |
| P21-01190 | Lowe's | CNS | supplies | 269.38 |
| P21-01191 | Amazon Com | RAMONA | Distance Learning Stylus pens for Kinder | 36.62 |
| P21-01192 | Office Depot Bus Ser Div | MARSHALL | MATL/SUP - Instruction - Distance Learning | 275.72 |
| P21-01193 | Amazon Com | RAMONA | Distance Learning injury prevention wrist rest | 157.36 |
| P21-01194 | Uline | ERC | Supplies | 448.69 |
| P21-01195 | Amazon Com | Pupil Srvs | MAT/SUP- Book | 19.96 |
| P21-01196 | Amazon Com | SIERRA LINDA | MATL/SUPP (Hammel SDC) | 185.07 |
| P21-01197 | Amazon Com | Special Ed | MATL/SUP | 32.31 |
| P21-01198 | POLYSPEDE ELECTRONICS CORP. | FACILITIES | HVAC Materials and Supplies | 211.72 |
| P21-01199 | Amazon Com | FACILITIES | Materials and Supplies | 45.11 |
| P21-01200 | GLEND A. MAHON dba ACTION PRE PAREDNESS TRAIN | RISK MGMT | SERV | 4,500.00 |
| P21-01201 | C.E. PICKUP COMPANY, INC PACIF IC SOUND CONTROL | FACILITIES | Materials and Supplies / ESC Supt Office | 4,499.64 |
| P21-01202 | Apple Computer Inc | RAMONA | Distance Learning Devices (apple pencils) | 2,397.44 |
| P21-01203 | IMAGE OPTIONS | Special Ed | MTLS/CHILD FACE SHIELDS (COVID-19) | 14,997.51 |
| P21-01204 | ALLEN ELECTRIC & LIGHTING, INC | FACILITIES | Prof Service/ Def Maint / Frank | 3,430.22 |
| P21-01205 | Amazon Com | FACILITIES | COVID Materials and Supplies | 4,707.65 |
| P21-01206 | Ventura Co Office Of Education | Pupil Srvs | SERV Transportation Foster Youth | 5,000.00 |

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| PO Number | Vendor Name | Loc | Description | Order Amount |
|-----------|---|----------------|---|--------------|
| P21-01207 | Amazon Com | ROSE | MATERIALS & SUPPLIES - INSTRUCTIONAL | 4,031.57 |
| P21-01208 | Amazon Com | SIERRA LINDA | MATL/SUPP - SEE NOTES | 921.71 |
| P21-01209 | Amazon Com | RAMONA | legal docs folders | 54.99 |
| P21-01210 | SCHOOL TECH SUPPLY | BUSINESS | COMP SUP | 1,004.14 |
| P21-01211 | Colbi Technologies Inc | BUSINESS | SERV (QUALITY BIDDERS) | 30,000.00 |
| P21-01212 | Office Depot Bus Ser Div | WAREHOUSE | Stores Supplies | 1,087.84 |
| P21-01213 | Southwest School & Office Sup | WAREHOUSE | Stores Supplies | 1,666.69 |
| P21-01214 | Amazon Com | CHAVEZ | MATERIALS AND SUPPLIES-INSTRUCTIONAL | 274.64 |
| P21-01215 | Dell Direct Sales Lp | IT | COMP Sup (COVID) | 737.76 |
| P21-01216 | Amazon Com | ASES | MATL/SUP | 958.53 |
| P21-01217 | Amazon Com | EARLY CHILDHOC | Mat/Sup - Instruction | 94.10 |
| P21-01218 | Amazon Com | EARLY CHILDHOC | Mat/Sup - Instruction | 89.34 |
| P21-01219 | Amazon Com | SAN MIGUEL | Materials & Supplies | 140.20 |
| P21-01220 | DIV OF THE STATE ARCHITECT DEP T OF GENERAL SERVICES | FACILITIES | DSA Fees / Marshall | 48,814.66 |
| P21-01221 | Uline | LOPEZ | MATL/SUPPLY-INSTRUCTION | 1,315.60 |
| P21-01222 | Daniels Tire Service | WAREHOUSE | Repairs | 226.11 |
| P21-01223 | SCHOOL TECH SUPPLY | IT | Comp Sup (COVID) | 3,178.63 |
| P21-01224 | Lectorum Publications Inc | SORIA | BKS - Distance Learning | 3,630.52 |
| P21-01225 | Accurate Label Designs Inc | SAN MIGUEL | Materials & Supplies- COVID | 87.30 |
| P21-01226 | School Tech Supply | FREMONT | Materials and Supplies Educational | 522.50 |
| P21-01227 | Varidesk, LLC | RAMONA | Distance Learning eqpt injury prevention (desk) | 1,546.21 |
| P21-01228 | Sinclair Sanitary Supply Inc | WAREHOUSE | Stores Supplies | 1,198.78 |
| P21-01229 | T-Mobile USA Inc. | EARLY CHILDHOC | Internet Services | 9,697.50 |
| P21-01230 | Lakeshore Learning Materials | EARLY CHILDHOC | Mat/Sup - Instruction | 75.39 |
| P21-01231 | ACSA/FEA | RISK MGMT | ACSA Membership Torres & Valenzuela-Arenas | 1,939.07 |
| P21-01232 | STN MEDIA CO., INC | TRANSPORTATIO | VIRTUAL CONFERENCE | 203.50 |
| P21-01233 | PAVEMENT ENGINEERING INC | FACILITIES | DEF MAINT (CONCRETE PAVEMENT ASSESSMENT) | 14,800.00 |
| P21-01234 | Matt Oppenheimer Tutorific | ENGLISH LEARNE | SERV (COVID-19 MITIGATION FUNDS) | 205,900.00 |
| P21-01235 | THE DEVEREUX FOUNDATION | Special Ed | SERV (AE021507) | 174,980.80 |
| P21-01236 | Assistance League School | Special Ed | SERV (MC042116) | 12,650.00 |
| P21-01237 | Assistance League School | Special Ed | SERV (AIM030816) | 12,650.00 |
| P21-01238 | Assistance League School | Special Ed | SERV (RW091515) | 12,650.00 |
| P21-01239 | Assistance League School | Special Ed | SERV (JHM081916) | 12,650.00 |
| P21-01240 | Assistance League School | Special Ed | SERV (RLR121316) | 12,650.00 |
| P21-01241 | Assistance League School | Special Ed | SERV (KR110216) | 12,650.00 |
| P21-01242 | Assistance League School | Special Ed | SERV (AN010816) | 12,650.00 |
| P21-01243 | Assistance League School | Special Ed | SERV (AC040816) | 12,650.00 |
| P21-01244 | Storm Water Systems | TRANSPORTATIO | SERV | 5,000.00 |
| P21-01245 | EVENTBRITE, INC | CHAVEZ | TRAVEL AND CONFERENCE-INSTRUCTIONAL | 72.00 |
| P21-01246 | EVENTBRITE, INC | DRIFILL | CONF-parent participation | 36.00 |
| P21-01247 | EVENTBRITE, INC | LOPEZ | CONF/INSTRUCTION | 144.00 |
| P21-01248 | EVENTBRITE, INC | FRANK | Confer - Admin, Teachers, Parents | 72.00 |
| P21-01249 | EVENTBRITE, INC | SIERRA LINDA | CONF | 84.00 |

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|-----------|---|-----------------|---|--------------|
| P21-01250 | EVENTBRITE, INC | SORIA | CONF | 156.00 |
| P21-01251 | Amazon Com | RAMONA | Kinder DL Project supplies | 725.17 |
| P21-01252 | SCRIPPS NATIONAL SPELLING BEE INC | MARSHALL | SERV - Instruction | 164.50 |
| P21-01253 | EVENTBRITE, INC | KAMALA | CONFERENCE-Admin/Inst | 84.00 |
| P21-01254 | Ventura Co Office Of Education | IT | CONF/Travel | 170.00 |
| P21-01255 | Lakeshore Learning Materials | RAMONA | TK ALphabet Distance Learning supplies | 246.74 |
| P21-01256 | EVENTBRITE, INC | MARSHALL | CONF – Parent Participation | 12.00 |
| P21-01257 | Amazon Com | RITCHEN | MATL/SUP-INSTRUCTIONAL-COVID | 542.87 |
| P21-01258 | LYNNE N MERRILL MERRILL EDUCATIONAL CENTER | Special Ed | SERV (OL091508) | 121,600.00 |
| P21-01259 | COMPUWAVE | RITCHEN | MATL/SUP-Instructional | 2,954.51 |
| P21-01260 | Troxell Communications, Inc | HARRINGTON | MATERIALS & SUPPLIES - COVID | 7,492.94 |
| P21-01261 | SCHOOL TECH SUPPLY | CURREN | mat/sup - instructional | 1,991.83 |
| P21-01262 | SCHOOL TECH SUPPLY | CURREN | mat/sup - instructional | 75.41 |
| P21-01263 | TFD UNLIMITED LLC | LEMONWOOD | MAT/SUPPLIES (Distance Learning) | 1,346.88 |
| P21-01264 | Perma Bound Books | CHAVEZ | BOOKS OTHER THAN TEXTBOOKS-INSTRUCTIONAL | 3,567.52 |
| P21-01265 | Apple Computer Inc | EARLY CHILDHOOD | COMP (COVID-19) | 6,107.93 |
| P21-01266 | Southwest School & Office Sup | WAREHOUSE | Stores Supplies | 4,226.64 |
| P21-01267 | GREENWOOD PUBLISHING GROUP LLC HEINEMANN | ED SERVICES | Books other than Textbooks (COVID LLM) | 115,206.30 |
| P21-01268 | Amazon Com | FRANK | MATL/SUP - Instructional | 78.64 |
| P21-01269 | Amazon Com | FREMONT | Materials and Supplies Instructional (RSP) | 53.29 |
| P21-01270 | Office Depot Bus Ser Div | LOPEZ | MATL/SUPPLY-INSTRUCTION | 1,892.14 |
| P21-01271 | Amazon Com | SAN MIGUEL | Materials & Supplies/Infant | 544.64 |
| P21-01272 | Pro Ed | Special Ed | MAT/SUPL | 488.66 |
| P21-01273 | San Diego Co Office Of Ed | Special Ed | MATL/SUP (CSS) | 3,618.67 |
| P21-01274 | Ventura Co Office Of Education | Special Ed | SERV (SIRAS TRAINING) | 50.00 |
| P21-01275 | EVENTBRITE, INC | ELM | TRAVEL AND CONFERENCE | 96.00 |
| P21-01276 | SCHOLASTIC INC | CURREN | mat/sup - instructional | 36.30 |
| P21-01277 | PARAGON SYSTEMS, INC | IT | SERV (COVID) DO Cabling | 393,041.83 |
| P21-01278 | GATEWAY EDUCATION HOLDINGS LLC SAVVAS LEARNING CO., LLC | ERC | Textbooks | 3,128.36 |
| P21-01279 | EVENTBRITE, INC | MARSHALL | CONF - School Administration | 24.00 |
| P21-01280 | EVENTBRITE, INC | ENGLISH LEARNE | Conf/LCFF-Parent Ed- LCAP 3.07 | 180.00 |
| P21-01281 | Office Depot Bus Ser Div | SORIA | Mats/Sup - Distance Learning | 228.47 |
| P21-01282 | Amazon Com | SORIA | Mats/Sup - Distance Learning | 329.58 |
| P21-01283 | 360 Degree Customer, Inc | Special Ed | SERV(SLP-C.WU) | 132,240.00 |
| P21-01284 | 360 Degree Customer, Inc | Special Ed | SERV(SLP-J. Russel) | 132,240.00 |
| P21-01285 | 360 Degree Customer, Inc | Special Ed | SERV(SLP-J. Russel) | 132,240.00 |
| P21-01286 | Amazon Com | RAMONA | PD books for teachers - Distance Learning | 519.92 |
| P21-01287 | Amazon Com | RAMONA | Ergo Support for teachers - Distance Learning | 1,121.80 |
| P21-01288 | Amazon Com | LOPEZ | MATL/SUPPLY-INSTRUCTION | 3,009.59 |
| P21-01289 | Amazon Com | CHAVEZ | MATERIALS AND SUPPLIES-SAFETY | 149.66 |
| P21-01290 | Ventura Co Office Of Education | ENGLISH LEARNE | Conf- NGSS-Title I - Distance Learning | 145.00 |

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| P21-01291 | Ventura Co Office Of Education | LEMONWOOD | CONFERENCE | 340.00 |
| P21-01292 | Amazon Com | BREKKE | MAT/SUP-Instructional | 518.88 |
| P21-01293 | Bilinguistics, Inc | Special Ed | BOOKS (SLP) | 588.63 |
| P21-01294 | COLLEEN USCIANOWSKI LUMINOUS L EARNING LLC | CURREN | bks - instructional | 54.13 |
| P21-01295 | SCHOLASTIC-FACE AND LITERACY I NITIATIVES | SAN MIGUEL | Books Other Than Textbooks | 3,211.17 |
| P21-01296 | Apple Computer Inc | IT | Comp Sup (COVID) | 29,064.75 |
| P21-01297 | Demco Inc | CHAVEZ | MATERIALS AND SUPPLIES-INSTRUCTIONAL | 256.68 |
| P21-01298 | HOWARD TARAS, MD | Special Ed | SERV | 70.00 |
| P21-01299 | Brainpop Com LLC | CURREN | serv - instructional | 2,950.00 |
| P21-01300 | CHG MEDICAL STAFFING INC DBA / COMPHEALTH MEDICAL STAFFING | Special Ed | SERV(HARRINGTON) | 120,080.00 |
| P21-01301 | KUYPERS CONSULTING INC | Special Ed | CONF | 1,140.00 |
| P21-01302 | Batteries Plus- Camarillo | WAREHOUSE | Stores Supplies | 177.61 |
| P21-01303 | Extreme Clean | WAREHOUSE | Stores Supplies | 5,083.11 |
| P21-01304 | School Health Corporation | WAREHOUSE | Stores Supplies | 1,755.55 |
| P21-01305 | Sinclair Sanitary Supply Inc | WAREHOUSE | Stores Supplies | 3,554.46 |
| P21-01306 | Southwest Plastic Binding Co S outhwest Binding & Laminating | WAREHOUSE | Stores Supplies | 1,156.59 |
| P21-01307 | Headsets Com Inc | EARLY CHILDHOOD | Mat/Sup - Instruction | 5.33 |
| P21-01308 | CDW G | FACILITIES | Electrical Equipment | 5,059.38 |
| P21-01309 | Gopher Sport | WAREHOUSE | Stores Supplies | 3,865.53 |
| P21-01310 | The Berry Man Inc | CNS | supplies | 200.00 |
| P21-01311 | Amazon Com | MARSHALL | MATL/SUP - Instruction - Distance Learning | 1,395.94 |
| P21-01312 | Amazon Com | CURREN | matl/sup - instructional | 1,942.88 |
| P21-01313 | Amazon Com | MCKINNA | matl/sup-instructional | 1,307.45 |
| P21-01314 | Ccp Industries | WAREHOUSE | Stores Supplies | 2,650.65 |
| P21-01315 | Jontronics | SORIA | Mats/Sup - Instructional | 7,032.84 |
| P21-01316 | Perma Bound Books | CHAVEZ | BOOKS OTHER THAN TEXTBOOKS-INSTRUCTIONAL | 12,482.96 |
| P21-01317 | Mystery Science Inc | ENGLISH LEARNE | INSTR MATLS-DISTRICT (NGSS-Title I) | 744.35 |
| P21-01318 | TOM HENSON HENSON MUSIC CENTER | LOPEZ | MATL/SUPPLY-INSTRUCTION | 193.95 |
| P21-01319 | S & S WORLDWIDE, INC | ASES | MTRL/SUP | 1,184.17 |
| P21-01320 | NATIONAL GEOGRAPHIC LEARNING | ENGLISH LEARNE | Book-Title III-Immigrant/LCAP 1.37 | 1,689.06 |
| P21-01321 | Varidesk, LLC | ED SERVICES | MATL/SUP / EQUIP | 189.10 |
| P21-01322 | TFD UNLIMITED LLC | ASES | MTRL/SUP | 362.84 |
| P21-01323 | Superior Sanitary Supplies | WAREHOUSE | Stores Supplies | 4,552.44 |
| P21-01324 | LABSOURCE, INC | WAREHOUSE | Stores Supplies | 1,643.73 |
| P21-01325 | KAREN A BEEMAN dba/CENTER FOR TEACHING FOR BILITERACY, LLC | ED SERVICES | CONF | 700.00 |
| P21-01326 | Office Depot Bus Ser Div | DLI | MATL/SUPL | 2,000.00 |
| P21-01327 | Office Depot Bus Ser Div | Special Ed | MATLS/SUPPL(COVID MS/AUT) | 9,942.90 |
| P21-01328 | Amazon Com | Special Ed | MATLS/SUPPL(COVID MS/AUT) | 1,429.06 |
| P21-01329 | Amazon Com | Special Ed | MATLS/SUPPL(COVID OT) | 140.10 |

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|-----------|---|----------------|---|--------------|
| P21-01330 | Amazon Com | Special Ed | MATLS/SUPPL(COVID) | 1,037.68 |
| P21-01331 | Amazon Com | LOPEZ | MATL/SUPPLY-INSTRUCTION | 6,107.78 |
| P21-01332 | Amazon Com | MCAULIFFE | Books Book Club | 1,492.80 |
| P21-01333 | Amazon Com | Special Ed | MATLS(COVID-OT) | 392.90 |
| P21-01334 | Amazon Com | MCAULIFFE | Goal 1 Strategy 15 | 2,166.46 |
| P21-01335 | Uline | ERC | Supplies | 175.45 |
| P21-01336 | Amazon Com | RAMONA | Red Ribbon Week Goodies | 459.88 |
| P21-01337 | Aswell Trophy And Engraving | FREMONT | Materials and Supplies Instructional | 10.78 |
| P21-01338 | Perma Bound Books | SORIA | BKS - Distance Learning | 764.81 |
| P21-01339 | Amazon Com | SORIA | Mats/Sup - Distance Learning | 250.35 |
| P21-01340 | Amazon Com | SORIA | BKS - Distance Learning | 688.13 |
| P21-01342 | School Tech Supply | ED SERVICES | MATL/SUP | 1,138.85 |
| P21-01343 | Pearson | Special Ed | SERV/COVID | 37,536.00 |
| P21-01344 | Troxell Communications, Inc | MCAULIFFE | Distance Learning (headphones) | 7,370.10 |
| P21-01345 | Troxell Communications, Inc | ELM | DISTANCE LEARNING | 6,755.93 |
| P21-01346 | First Book | FREMONT | BKS-Instructional | 392.46 |
| P21-01347 | SCHOOL TECH SUPPLY | IT | COMP Sup/ Equip (COVID) | 687,995.85 |
| P21-01348 | CDW G | Special Ed | SOFTWARE(McGee Theresa) | 176.17 |
| P21-01349 | Best Buy | ASSESS ACCOUN | mat/sup-computer-CARES Act New Harvest | 752.10 |
| P21-01350 | SCHOOL TECH SUPPLY | ASSESS ACCOUN | Equip computer-CARES Act New Harvest | 8,992.52 |
| P21-01351 | SCHOOL TECH SUPPLY | IT | Comp Equip (COVID) | 23,683.45 |
| P21-01352 | First Book | MCKINNA | mat/sup-instructional | 351.70 |
| P21-01353 | CDW G | IT | Comp/Sup | 35.10 |
| P21-01354 | BARNES AND NOBLE BOOKSELLERS, INC. | FREMONT | Materials and Supplies (Instructional) | 257.79 |
| P21-01355 | WIEBER CORPORATION FACTORY EXP RESS | GRAPHICS | Materials and Supplies | 374.39 |
| P21-01356 | Kelly Paper | GRAPHICS | Materials and Supplies | 1,426.34 |
| P21-01357 | Staples Direct | ENGLISH LEARNE | Equip (Title III Immigrant-1.37) | 1,120.58 |
| P21-01358 | Amazon Com | DRIFFILL | MATLS/SUP - instructional DISTANCE LEARNING | 1,624.60 |
| P21-01359 | Amazon Com | ASSESS ACCOUN | mat/sup-computer-CARES Act New Harvest | 1,998.44 |
| P21-01360 | Amazon Com | RAMONA | Zoom Web cams - Distance Learning | 618.16 |
| P21-01361 | Amazon Com | FACILITIES | COVID materials and Supplies | 141.18 |
| P21-01362 | Amazon Com | SIERRA LINDA | MATL/SUPP (LCFF-Safety) | 146.00 |
| P21-01363 | Ferguson Enterprises Inc | FACILITIES | COVID Materials and Supplies | 83,081.72 |
| P21-01364 | Amazon Com | ELM | DISTANCE LEARNING | 2,172.47 |
| P21-01365 | Amazon Com | SUPERINTENDEN | AMAZON File Holder hanging Organizer | 87.52 |
| P21-01366 | UNITED RECORDS MANAGEMENT | PURCHASING | SERV | 160.00 |
| P21-01367 | SCHOOL TECH SUPPLY | SIERRA LINDA | Student Headsets - Distance Learning | 10,984.04 |
| P21-01368 | SEESAW LEARNING INC | ELM | ONLINE SUBSCRIPTION-INSTRUCTIONAL | 924.00 |
| P21-01369 | Pearson Education | SORIA | SERV - Instructional | 40.00 |
| P21-01370 | Amazon Com | SIERRA LINDA | MATL/SUPP (Teachers-Covid) | 193.84 |
| P21-01371 | CN School & Office Sol, Inc Cu Iver-Newlin | LEMONWOOD | EQUIP/MATL-SUP (NEWCOMER FURN., ETC.) | 26,505.55 |
| P21-01372 | Amazon Com | KAMALA | Materials & Supplies-Instr | 211.83 |

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 09/05/2020 - 10/20/2020

| PO Number | Vendor Name | Loc | Description | Order Amount |
|----------------------------|--|---------------|------------------------------|---------------------|
| P21-01373 | Amazon Com | RISK MGMT | Ergonomic Supplies | 1,965.62 |
| P21-01374 | Amazon Com | KAMALA | Materials & Supplies-Inst | 157.27 |
| P21-01375 | Ventura Co Office Of Education | LOPEZ | CONF/INSTRUCTION | 20.00 |
| P21-01376 | Amazon Com | FACILITIES | Materials and Supplies | 130.67 |
| P21-01377 | School Tech Supply | SUPERINTENDEN | MATL/SUP | 2,329.45 |
| P21-01378 | FOLLETT SCHOOL SOLUTIONS, INC | MCKINNA | books-instructional | 9,795.38 |
| P21-01379 | ROBERT W. NORRIS VENTURA SIGNS & SCREEN PRINTING | RISK MGMT | COV-19 Materials & Supplies | 288.77 |
| P21-01380 | SEESAW LEARNING INC | BREKKE | SERV-Instructional | 1,628.00 |
| P21-01381 | Varidesk, LLC | SORIA | Matls/Sup - Instructional | 490.26 |
| P21-01382 | Avid Center | LOPEZ | CONF/INSTRUCTION | 565.00 |
| P21-01383 | JERRY HILL HILLS AUTOMOTIVE SE RVICE | FACILITIES | Professional Services | 1,019.88 |
| P21-01384 | Varidesk, LLC | SIERRA LINDA | MATL/SUPP (J. Mares) | 668.05 |
| P21-01385 | KEITH'S AUTO | FACILITIES | Vehicle Repair | 3,000.00 |
| P21-01386 | CCI Office Technologies | GRAPHICS | Materials and Supplies | 2,194.87 |
| P21-01387 | Grainger Inc | RISK MGMT | COVID-19 Materials& Supplies | 217.05 |
| Total Number of POs | | | 460 | Total |
| | | | | 5,638,854.11 |

Fund Recap

| Fund | Description | PO Count | Amount |
|-------------------------------|---------------------------|----------|---------------------|
| 010 | GENERAL FUND | 418 | 5,254,087.70 |
| 120 | CHILD DEVELOPMENT FUND | 15 | 24,723.47 |
| 130 | CAFETERIA FUND | 18 | 166,213.05 |
| 140 | DEFERRED MAINTENANCE FUND | 6 | 135,973.22 |
| 214 | BOND FUND MEASURE D 2016 | 4 | 57,856.67 |
| Total Fiscal Year 2021 | | | 5,638,854.11 |
| Total | | | 5,638,854.11 |

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 09/05/2020 - 10/20/2020

PO Changes

| | <u>New PO Amount</u> | <u>Fund/ Object</u> | <u>Description</u> | <u>Change Amount</u> |
|-------------------------|----------------------|-------------------------|---|----------------------|
| P16-04997 | 642,549.58 | 010-5631 | GENERAL FUND/MAINTENANCE AGREEMENTS | 108,000.00 |
| P19-00297 | 60,345.00 | 010-5800 | GENERAL FUND/PROFESSIONAL/CONSULTING SERV | 20,115.00 |
| P19-00678 | 28,998,710.00 | 214-6270 | BOND FUND MEASURE D 2016/MAIN BUILDING CONTRA | 402,989.00 |
| P20-02530 | 90,450.36 | 010-5100 | GENERAL FUND/PROFESSIONAL/CONSULTING | 6,108.96 |
| P20-02544 | 47,902.44 | 010-5100 | GENERAL FUND/PROFESSIONAL/CONSULTING | 4,282.76 |
| P20-02546 | 47,399.39 | 010-5100 | GENERAL FUND/PROFESSIONAL/CONSULTING | 756.74 |
| P20-02676 | 49,266.78 | 010-5100 | GENERAL FUND/PROFESSIONAL/CONSULTING | 6,078.48 |
| P20-03784 | 133,682.00 | 140-6200 | DEFERRED MAINTENANCE FUND/BUILDINGS AND IMPF | 5,789.00 |
| P21-00046 | 2,100.00 | 010-5631 | GENERAL FUND/MAINTENANCE AGREEMENTS | 700.00 |
| P21-00165 | 700.00 | 010-4329 | GENERAL FUND/MISCELLANEOUS SUPPLIES | 200.00 |
| P21-00168 | 15,000.00 | 010-5800 | GENERAL FUND/PROFESSIONAL/CONSULTING SERV | 1,000.00 |
| P21-00552 | 207,844.00 | 140-6173 | DEFERRED MAINTENANCE FUND/SITE & LAND IMPROV | 26,244.00 |
| P21-00581 | 39,855.00 | 010-5900 | GENERAL FUND/COMMUNICATIONS | 2,155.00 |
| P21-00661 | 89,137.60 | 010-4333 | GENERAL FUND/FUEL | 137.60 |
| P21-00721 | 160,200.00 | 130-4300 | CAFETERIA FUND/MATERIALS AND SUPPLIES | 200.00 |
| P21-00749 | 171,720.00 | 010-5100 | GENERAL FUND/PROFESSIONAL/CONSULTING | 52,920.00- |
| P21-00814 | 1,292.93 | 010-4300 | GENERAL FUND/MATERIALS AND SUPPLIES | 41.09- |
| P21-00844 | 10,440.98 | 010-4300 | GENERAL FUND/MATERIALS AND SUPPLIES | 204.73 |
| P21-00885 | 296.42 | 010-4200 | GENERAL FUND/BOOKS OTHER THAN TEXTBOOKS | 289.72- |
| P21-00889 | 2,000.00 | 010-4300 | GENERAL FUND/MATERIALS AND SUPPLIES | 1,000.00 |
| P21-00923 | 140.59 | 010-4300 | GENERAL FUND/MATERIALS AND SUPPLIES | 64.81 |
| P21-00929 | 2,000.00 | 010-4300 | GENERAL FUND/MATERIALS AND SUPPLIES | 1,500.00 |
| Total PO Changes | | | | 534,275.27 |

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: Janet Penanhoat

Date of Meeting: November 4, 2020

Agenda Section: Section C: Consent Agenda

Setting of Date for Public Hearing – Resolution #20-15 - Establish Temporary Interfund Transfers of Funds Fiscal Year 2020-2021 (Penanhoat)

It is appropriate that the Board of Trustees set the date of Wednesday, December 16, 2020, for a virtual public hearing on the Resolution #20-15 Establish Temporary Interfund Transfers of Funds Fiscal Year 2020-2021.

FISCAL IMPACT:

None.

RECOMMENDATION:

It is the recommendation of the Interim Assistant Superintendent, Business & Fiscal Services, that the Board of Trustees set the date of Wednesday, December 16, 2020 for a virtual public hearing on the Resolution #20-15 Establish Temporary Interfund Transfers of Funds Fiscal Year 2020-2021.

ADDITIONAL MATERIALS:

Attached: [Notice of Public Hearing \(1 page\)](#)
[Resolution No. 20-15 \(1 page\)](#)



OXNARD SCHOOL DISTRICT

1051 South A Street • Oxnard, CA 93030 • (805) 385-1501 • www.oxnardsd.org

NOTICE OF PUBLIC HEARING

November 4, 2020

The Board of Trustees of the Oxnard School District will hold a virtual Public Hearing via Zoom on Wednesday, December 16, 2020, at 7:00 P.M. or as soon thereafter as this matter may be heard, regarding the Resolution #20-15 Establish Temporary Interfund Transfers of Funds Fiscal Year 2020-2021.

By: Janet Penanhoat
Interim Assistant Superintendent,
Business & Fiscal Services
(805) 385-1501, ext. 2401

Posted on bulletin board next to
Oxnard School District's front door
11/5/2020 8:30am

**OXNARD SCHOOL DISTRICT
RESOLUTION #20-15
ESTABLISH TEMPORARY INTERFUND TRANSFERS
OF FUNDS FISCAL YEAR 2020-2021**

WHEREAS, pursuant to Education Code section 42603, the governing board of a school district may direct that up to 75% of the maximum funds held in any fund or account of the district may be temporarily transferred to other funds or accounts of the district for payment of obligations; and

WHEREAS, with the adoption of the 2020-21 State Budget, Education Code section 42603.1 was adopted to allow the governing board of a school district to authorize the temporary transfer of up to 85% of the maximum funds held in any fund or account of the district if the State implements cash deferrals in 2020-21 or 2021-22; and

WHEREAS, the transfer shall be accounted for as temporary borrowing between funds or accounts and shall not be available for appropriation or be considered income to the borrowing fund or account; and

WHEREAS, the District anticipates that temporary interfund borrowing, in an amount not to exceed \$ 20,000,000 in the aggregate, will be required during fiscal year 2020-21, and this board wishes to authorize said interfund borrowing, not to exceed 75% of the money in any fund or account under section 42603 or, if the State has implemented cash deferrals, 85% of the money held in any fund or account, under section 42603.1; and

WHEREAS, amounts transferred shall be repaid either in the same fiscal year, or in the following fiscal year if the transfer takes place within the final 120 calendar days of a fiscal year;

THEREFORE, BE IT RESOLVED that the Board of Trustees of the Oxnard School District, hereby authorizes for fiscal year 2020-2021 the temporary borrowing of up to \$ 20,000,000 between all the district's funds and accounts, in accordance with the provisions of Education Code sections 42603 or 42603.1 and subject in each instance to approval by the Superintendent or his designee.

PASSED AND ADOPTED this 16th day of December, 2020 by the Board of Trustees of the Oxnard School District of Ventura County, California, following a public hearing, by the following vote:

Ayes:

Noes:

Absent:

I, Debra M. Cordes, Clerk of the Board of Trustees, do hereby certify that the foregoing is a full, true and correct copy of the resolution passed and adopted by the Board at a regular meeting called, conducted, and held on said date.

WITNESSED my hand this 16th day of December, 2020.

Debra M. Cordes, Clerk of the Governing Board

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres

Date of Meeting: November 4, 2020

Agenda Section: Section C: Consent Agenda

Personnel Actions (Torres)

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:

Informational only.

RECOMMENDATION:

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

ADDITIONAL MATERIALS:

Attached: [Personnel Actions 11.04.2020 \(seven pages\)](#)

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

**Intervention Services
Provider (less than 20
hours per week not to
exceed 75% or 135 days a
year**

| | | |
|--------------------|-------------------|------------|
| Chang, Jonathan | ISP, Frank | 10/26/2020 |
| Haavaldsen, Lynn | ISP, Sierra Linda | 10/15/2020 |
| Terpenney, Allison | ISP, Rose Ave | 10/21/2020 |

CLASSIFIED PERSONNEL ACTIONS

New Hire

| | | |
|------------------------|---|------------|
| Jordan, Sarah | Paraeducator Hearing Impaired, Position #9499 Special Education 5.75 hrs./183 days | 10/26/2020 |
| Salazar Pazmino, Bryan | Paraeducator Hearing Impaired, Position #2955 Special Education 5.75 hrs./183 days | 10/27/2020 |

Limited Term

| | | |
|------------------------|---------------------------|------------|
| Aranzazu, Rachelle | Paraeducator (substitute) | 10/07/2020 |
| De Santiago, Andrew | Custodian (substitute) | 09/15/2020 |
| Villasenor, Veronica P | Custodian (substitute) | 09/15/2020 |

Increase in Hours

| | | |
|------------------------|---|------------|
| Cervantes, Maria Elena | Campus Assistant, Position #3020 Marshall 5.0 hrs./180 days Campus Assistant, Position #3020 Marshall 4.0 hrs./180 days | 10/26/2020 |
| Pena Lopez, Sylvia C | Campus Assistant, Position #3017 Marshall 4.50 hrs./180 days Campus Assistant, Position #3017 Marshall 4.0 hrs./180 days | 10/26/2020 |
| Perez, Maria | Campus Assistant, Position #3047 Lemonwood 5.25 hrs./180 days Campus Assistant, Position #3047 Lemonwood 5.0 hrs./180 days | 10/26/2020 |

In Lieu of Layoff

| | | |
|----------------------|--|------------|
| Aguilar, Tara L | Campus Assistant, Position #3001 Kamala 4.0 hrs./180 days Campus Assistant, Position #3001 Kamala 5.75 hrs./180 days | 11/05/2020 |
| Alcala, Martha | Campus Assistant, Position #3033 Ritchen 4.167 hrs./180 days Campus Assistant, Position #3033 Ritchen 4.25 hrs./180 days | 11/05/2020 |
| Alejandre, Rosaicela | Campus Assistant, Position #3040 Rose Ave. 4.0 hrs./180 days Campus Assistant, Position #3040 Ritchen 4.167 hrs./180 days | 11/05/2020 |
| Ayala, Anabel G | Campus Assistant, Position #6548 Ramona 5.0 hrs./180 days Campus Assistant, Position #6548 Ramona 5.75 hrs./180 days | 11/05/2020 |
| Banuelos, Jose | Campus Assistant, Position #3030 Ramona 4.50 hrs./180 days Campus Assistant, Position #3030 Ramona 5.0 hrs./180 days | 11/05/2020 |

| | | |
|-------------------------|--|------------|
| Bedolla, Ana | Campus Assistant, Position #3038 Rose Ave. 4.50 hrs./180 days Campus Assistant, Position #3038 Rose Ave. 5.0 hrs./180 days | 11/05/2020 |
| Benesh, Nia E | Campus Assistant, Position #3061 Kamala 4.0 hrs./180 days Campus Assistant, Position #3061 Kamala 5.0 hrs./180 days | 11/05/2020 |
| Camarillo, Blanca M | Campus Assistant, Position #2958 Brekke 5.25 hrs./180 days Campus Assistant, Position #2958 Brekke 5.5 hrs./180 days | 11/05/2020 |
| Cano Moya, Maribel G | Campus Assistant, Position #2986 Frank 5.25 hrs./180 days Campus Assistant, Position #2986 Frank 5.50 hrs./180 days | 11/05/2020 |
| Cardona, Alexander C | Campus Assistant, Position #3063 Fremont 5.25 hrs./180 days Campus Assistant, Position #3063 Fremont 5.75 hrs./180 days | 11/05/2020 |
| Campbell, Rita | Campus Assistant, Position #3023 McAuliffe 4.0 hrs./180 days Campus Assistant, Position #3023 McAuliffe 4.75 hrs./180 days | 11/05/2020 |
| Castro, Teresa T | Campus Assistant, Position #3120 Frank 5.25 hrs./180 days Campus Assistant, Position #3120 Frank 5.50 hrs./180 days | 11/05/2020 |
| Cazarez, Maribel E | Campus Assistant, Position #3045 Soria 4.25 hrs./180 days Campus Assistant, Position #3045 Soria 5.0 hrs./180 days | 11/05/2020 |
| Chavez, Hector D | Campus Assistant, Position #7827 Frank 5.25 hrs./180 days Campus Assistant, Position #7827 Frank 5.50 hrs./180 days | 11/05/2020 |
| Chavez Mendoza, Maria T | Campus Assistant, Position #2996 Lopez 5.50 hrs./180 days Campus Assistant, Position #2996 Lopez 5.75 hrs./180 days | 11/05/2020 |
| Cortez, Angela G | Campus Assistant, Position #9145 Rose Ave. 4.50 hrs./180 days Campus Assistant, Position #9145 Rose Ave. 5.0 hrs./180 days | 11/05/2020 |
| De Santiago, Gloria | Campus Assistant, Position #3039 Rose Ave. 4.50 hrs./180 days Campus Assistant, Position #3039 Rose Ave. 5.50 hrs./180 days | 11/05/2020 |

| | | |
|---------------------|---|------------|
| Duran, Jose G | Campus Assistant, Position #3032 Ramona 4.50 hrs./180 days Campus Assistant, Position #3032 Ramona 5.0 hrs./180 days | 11/05/2020 |
| Epps, Michelle L | Campus Assistant, Position #3055 Soria 4.50 hrs./180 days Campus Assistant, Position #3055 Soria 5.75 hrs./180 days | 11/05/2020 |
| Esparza, Lydia A | Campus Assistant, Position #3066 Ritchen 4.167 hrs./180 days Campus Assistant, Position #3066 Ritchen 4.75 hrs./180 days | 11/05/2020 |
| Estrada, Maria | Campus Assistant, Position #6514 Rose Ave. 4.50 hrs./180 days Campus Assistant, Position #6514 Rose Ave. 5.0 hrs./180 days | 11/05/2020 |
| Faulk, Jessica | Campus Assistant, Position #2966 Chavez 5.0 hrs./180 days Campus Assistant, Position #2966 Chavez 5.25 hrs./180 days | 11/05/2020 |
| Flores, Elizabeth | Campus Assistant, Position #3006 Kamala 5.50 hrs./180 days Campus Assistant, Position #3006 Kamala 5.75 hrs./180 days | 11/05/2020 |
| Flores, Javier S | Campus Assistant, Position #3059 Lopez 5.50 hrs./180 days Campus Assistant, Position #3059 Lopez 5.75 hrs./180 days | 11/05/2020 |
| Gabino, Robert | Campus Assistant, Position #6724 Soria 4.25 hrs./180 days Campus Assistant, Position #6724 Soria 5.0 hrs./180 days | 11/05/2020 |
| Gabino, Sabrina M | Campus Assistant, Position #3044 Soria 4.25 hrs./180 days Campus Assistant, Position #3044 Soria 5.0 hrs./180 days | 11/05/2020 |
| Guerrero, Monique D | Campus Assistant, Position #6505 McAuliffe 4.0 hrs./180 days Campus Assistant, Position #6505 McAuliffe 4.50 hrs./180 days | 11/05/2020 |
| Guillen, Maria A | Campus Assistant, Position #2965 Chavez 5.25 hrs./180 days Campus Assistant, Position #2965 Chavez 5.50 hrs./180 days | 11/05/2020 |
| Guzman, Esmeralda | Campus Assistant, Position #2977 Driffill 5.25 hrs./180 days Campus Assistant, Position #2977 Driffill 5.75 hrs./180 days | 11/05/2020 |

| | | |
|---------------------|---|------------|
| Herrera, Maria | Campus Assistant, Position #7397 Chavez 5.50 hrs./180 days Campus Assistant, Position #7397 Chavez 5.75 hrs./180 days | 11/05/2020 |
| Leal, Carolyn | Campus Assistant, Position #2989 Fremont 4.0 hrs./180 days Campus Assistant, Position #2989 Fremont 5.0 hrs./180 days | 11/05/2020 |
| Lopez, Micaela | Campus Assistant, Position #3067 Frank 5.25 hrs./180 days Campus Assistant, Position #3067 Frank 5.50 hrs./180 days | 11/05/2020 |
| Lopez, Rosalinda | Campus Assistant, Position #3025 McAuliffe 4.0 hrs./180 days Campus Assistant, Position #3025 McAuliffe 4.50 hrs./180 days | 11/05/2020 |
| Maciel, Mary Lou | Campus Assistant, Position #3031 Ramona 4.50 hrs./180 days Campus Assistant, Position #3031 Ramona 4.75 hrs./180 days | 11/05/2020 |
| Madrid, Desiree M | Campus Assistant, Position #3065 Ramona 4.75 hrs./180 days Campus Assistant, Position #3065 Ramona 5.75 hrs./180 days | 11/05/2020 |
| Madrigal, Alejandra | Campus Assistant, Position #2978 Elm 2.25 hrs./180 days Campus Assistant, Position #2978 Elm 2.75 hrs./180 days | 11/05/2020 |
| Martinez, Elena | Campus Assistant, Position #3080 Soria 4.25 hrs./180 days Campus Assistant, Position #3080 Soria 5.0 hrs./180 days | 11/05/2020 |
| Mendoza, Shada | Campus Assistant, Position #3048 Sierra Linda 4.0 hrs./180 days Campus Assistant, Position #3048 Sierra Linda 4.50 hrs./180 days | 11/05/2020 |
| Morales, Vanessa R | Campus Assistant, Position #7191 Rose Ave. 3.167 hrs./180 days Campus Assistant, Position #7191 Rose Ave. 4.167 hrs./180 days | 11/05/2020 |
| Orozco, Dalila | Campus Assistant, Position #2998 Lopez 5.50 hrs./180 days Campus Assistant, Position #2998 Lopez 5.75 hrs./180 days | 11/05/2020 |
| Ortiz, Jennifer R | Campus Assistant, Position #3043 Sierra Linda 4.0 hrs./180 days Campus Assistant, Position #3043 Sierra Linda 4.50 hrs./180 days | 11/05/2020 |

| | | |
|--------------------------|---|------------|
| Pena, Elaine R | Campus Assistant, Position #7150 Fremont 5.25 hrs./180 days Campus Assistant, Position #7150 Fremont 5.75 hrs./180 days | 11/05/2020 |
| Pleitez Cruz, Jonathan M | Campus Assistant, Position #7826 Frank 5.25 hrs./180 days Campus Assistant, Position #7826 Frank 5.50 hrs./180 days | 11/05/2020 |
| Prado, Rosa Maria | Campus Assistant, Position #3034 Ritchen 4.167 hrs./180 days Campus Assistant, Position #3034 Ritchen 4.50 hrs./180 days | 11/05/2020 |
| Quiroz, Maria | Campus Assistant, Position #6544 Driffill 5.25 hrs./180 days Campus Assistant, Position #6544 Driffill 5.75 hrs./180 days | 11/05/2020 |
| Renteria, Gricet | Campus Assistant, Position #2988 Fremont 5.25 hrs./180 days Campus Assistant, Position #2988 Fremont 5.75 hrs./180 days | 11/05/2020 |
| Rodrigues, Edmidia | Campus Assistant, Position #7129 Rose Ave. 3.167 hrs./180 days Campus Assistant, Position #7129 Rose Ave. 4.167 hrs./180 days | 11/05/2020 |
| Rodriguez, Julien J | Campus Assistant, Position #2985 Frank 5.25 hrs./180 days Campus Assistant, Position #2985 Frank 5.50 hrs./180 days | 11/05/2020 |
| Sablan, Juan L | Campus Assistant, Position #7151 Fremont 4.25 hrs./180 days Campus Assistant, Position #7151 Fremont 5.0 hrs./180 days | 11/05/2020 |
| Serratos, Maria M | Campus Assistant, Position #2987 Frank 5.25 hrs./180 days Campus Assistant, Position #2987 Frank 5.50 hrs./180 days | 11/05/2020 |
| Shell, Eva M | Campus Assistant, Position #3053 Sierra Linda 4.0 hrs./180 days Campus Assistant, Position #3053 Sierra Linda 4.50 hrs./180 days | 11/05/2020 |
| Sherman, Rosalinda | Campus Assistant, Position #3046 Fremont 5.25 hrs./180 days Campus Assistant, Position #3046 Fremont 5.75 hrs./180 days | 11/05/2020 |
| Zarate Lopez, Luz M | Campus Assistant, Position #6545 Driffill 5.50 hrs./180 days Campus Assistant, Position #6545 Driffill 5.75 hrs./180 days | 11/05/2020 |

Released during Probation

| | | |
|-------|--------------------------------------|------------|
| 10967 | Director, Classified Human Resources | 10/13/2020 |
|-------|--------------------------------------|------------|

Retirement

| | | |
|-----------------|--|------------|
| Rivera, Maria A | Instructional Assistant SH, Position #2401 | 11/30/2020 |
|-----------------|--|------------|

| | | |
|-------------|--------------------------|------------|
| Ruiz, Mario | Carpenter, Position #912 | 10/30/2020 |
|-------------|--------------------------|------------|

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 4, 2020

Agenda Section: Section C: Support Services Agreement

Approval of Agreement/MOU #20-92 – Livingston Memorial Visiting Nurses Association (DeGenna/Ridge)

Livingston Memorial Visiting Nurses Association (LMVNA) will provide grief and bereavement services for OSD students, families, and staff, in partnership with the Oxnard School District during the 2020-2021 school year. During the pandemic, or when unable to meet in person, LMVNA will provide virtual grief support for students, families and staff.

FISCAL IMPACT:

None

RECOMMENDATION:

It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement/MOU #20-92 with Livingston Memorial Visiting Nurses Association.

ADDITIONAL MATERIALS:

Attached: [Agreement-MOU #20-92, Livingston Memorial Visiting Nurse Association \(3 Pages\)](#)

MEMORANDUM OF UNDERSTANDING

This Memorandum of Understanding (MOU) explains and confirms the agreements between the **Livingston Memorial Visiting Nurses Association (LMVNA)** (Provider) and the Oxnard School District (OSD).

Memorandum of Understanding Purpose:

The purpose of this MOU is to create and confirm an effective working relationship between the designated party and OSD. This MOU also provides the means by which the Provider and the OSD will maintain a collaborative relationship to ensure inter-agency services to OSD students, families, and staff.

Memorandum of Understanding Timeline:

This MOU is effective November 5th, 2020 and will extend through June 30th, 2021, renewable each year unless specifically non-renewed or cancelled by either party. Both Provider and OSD will need to annually confirm in writing their desire to continue MOU. Any changes to the MOU must be documented on a Renewal of Prior MOU form (Exhibit A).

Memorandum of Understanding and Description of Services:

Provider agrees to the following:

1. Provide grief and bereavement services in partnership with OSD services for OSD students, families, and staff.
2. To be responsible for the primary supervision of Provider's employees.
3. Provide information and education to students, families, and staff.
4. Identify representation for participation in meetings with OSD as required.
5. Set standards of care and oversee and coordinate all services.
6. Be responsible for safeguarding participant information in compliance with Title 42 Code of Federal Regulations, Part 2 as well as health Insurance Portability and Accountability Act (HIPPA) standards.
7. Ensure that Provider's employees/volunteers have completed an appropriate background check and live scan, have received adequate training in the services being provided, and appropriate licenses/certificates are in current standing.
8. Be responsible for supervising any students or volunteers that Provider utilizes whether or not the supervisor is present on campus. Provider further agrees that no OSD student will be left alone with one of Provider's students or volunteers while on school campus.
9. Inform OSD of changes in schedule and status.
10. Work with the OSD staff as needed.
11. Comply with policies of OSD.
12. Provider reserves the right to withdraw any employee or volunteer at Provider's discretion.
13. Follow proper procedures to ensure patient privacy.

14. Supply proof of workers' compensation, public liability, auto liability (when appropriate/requested) and medical malpractice (when appropriate/requested) insurance to OSD on an on-going basis to verify Provider's on-going coverages are in force. Provider's public liability and auto liability (if appropriate/requested) shall name OSD, its employees, agents and school board members as an additional insured. Additionally, Provider will verify that all Affiliated Clinics maintain the above specified insurance policies.
15. During a pandemic or when unable to meet with students in person, Livingston Memorial Visiting Nurse Association will provide virtual grief support for the student body.

OSD agrees to the following:

1. Serve as administrator for services for OSD students, families, and staff.
2. Allocate space to accommodate Provider staff as they work on OSD sites.
3. Communicate all accumulated patient information to Provider through the referral process.
4. Participate in training and cross training.
5. Maintain records of visit results for all students, families, and staff served by Provider.
6. Provide referrals to Provider as appropriate.
7. Provide information about Provider and offered programs as appropriate.
8. Set up initial and follow up appointments.
9. Reserves the right to request Provider to withdraw any Provider employee/volunteer from its facility whose conduct or work with students, the community or personnel is not in accordance with OSD policies and procedures or is detrimental to students or others.

Both the OSD District Office Administration and Provider will agree on all elements of any program prior to implementation. Any potential funding issues that are not cost neutral are required to be approved by the OSD District Office Administration prior to program implementation.

Indemnification:

The OSD shall save, defend, hold harmless and indemnify Provider (its employees, volunteers, officers, directors and agents), from and against any and all losses, damages, liabilities, claims, and costs of whatsoever kind and nature for injury to or death of any person and for loss or damage to any property arising from all acts or omissions to act of OSD or its board members, officers, employees, volunteers or agents occurring in connection with or in any way incident to or arising out of this Agreement except for liability resulting from the active negligence, sole negligence or willful misconduct of Provider.

Provider shall save, defend, hold harmless and indemnify the OSD (District, board members, employees, volunteers and agents), from and against any and all losses, damages, liabilities, claims, and costs of whatsoever kind and nature for injury to or death of any person and for loss or damage

05/23/18

to any property arising from all acts or omissions to act of Provider or its employees, volunteers, officers, directors or agents occurring in connection with or in any way incident to or arising out of this Agreement except for liability resulting from the active negligence, sole negligence or willful misconduct of OSD.

Cancellation:

This MOU may be cancelled by either party upon 30 days written notice.

Signatures:

Livingston Memorial Visiting Nurses Association & Hospice

Authorized Representative: _____

Signature: _____

Title: _____

Date: _____

Oxnard School District

Name: Lisa A. Franz _____

Signature: _____

Title: Director, Purchasing _____

Date: _____

05/23/18

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 4, 2020

Agenda Section: Section C: Academic Agreement

Approval of Agreement #20-93 – Kristine Mraz LLC (DeGenna/Cordes)

Kristine Mraz will provide 18 hours of virtual professional development to teachers at Lemonwood School from November 5, 2020 through January 31, 2021. The aim of this professional development series will be threefold: 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 of balanced literacy; and to build collaborative relationships within and beyond grade levels.

FISCAL IMPACT:

Not to exceed \$5,400.00 – S/C Intervention

RECOMMENDATION:

It is the recommendation of the Principal, Lemonwood School, and the Assistant Superintendent, Educational Services that the Board of Trustees approve Agreement #20-93 with Kristine Mraz LLC.

ADDITIONAL MATERIALS:

**Attached: [Agreement-MOU #20-93, Kristine Mraz LLC \(13 Pages\)](#)
[Proposal \(2 Pages\)](#)**

OXNARD SCHOOL DISTRICT

Agreement #20-93

AGREEMENT FOR CONSULTANT SERVICES

This Agreement for Consultant Services (“Agreement”) is entered into as of this 4th day of November 2020 by and between the Oxnard School District (“District”) and Kristine Mraz LLC (“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 5, 2020 through January 31, 2021 (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 Five Thousand Four Hundred Dollars (\$5,400.00), 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
c/o Lemonwood School
2001 San Mateo Place
Oxnard, CA 93033
Attention: Ms. Allison Cordes
Phone: 805.385.1551
Fax: 805.385.1552

To Consultant: Kristine Mraz LLC
609 E. Ladera Street
Pasadena, CA 91104
Phone: 718.290.6366
Email: kristimraz12@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.** **ALLISON CORDES** 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:

KRISTINE MRAZ LLC:

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 #20-93

EXHIBIT A
TO AGREEMENT FOR CONSULTANT SERVICES #20-93

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 #20-93

EXHIBIT B
TO AGREEMENT FOR CONSULTANT SERVICES #20-93

COMPENSATION

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

Total compensation shall not exceed Five Thousand Four Hundred Dollars (\$5,400.00), 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 \$5,400.00, per attached rate sheet, as provided in Section 4 of this Agreement.

Not Project Related

Project #20-93

~~**EXHIBIT C**~~
~~**TO AGREEMENT FOR CONSULTANT SERVICES #20-93**~~

~~**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 #20-93

~~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 #20-93

EXHIBIT D
TO AGREEMENT FOR CONSULTANT SERVICES #20-93

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, **KRISTINE MRAZ LLC**, who will provide Services under the Agreement, is is not subject to disclosure obligations.

Date: _____

By: _____
Lisa A. Franz
Director, Purchasing

| | |
|---|---|
| <p>Vendor Name: Kristine Mraz LLC EIN: 82 285 8905 Remit Address: 609 E Ladera Street Pasadena, CA 91104</p> <p>Contact: kristimraz12@gmail.com 718-290-6366</p> | <p>Date: Sept 29, 2020</p> <p>PO#:</p> <p>For: Lemonwood School</p> <p>Attn: Allison Cordes</p> |
| <p><i>Aim of Work:</i></p> <p>The aim of this professional development series will be threefold: 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 of balanced literacy, and to build collaborative relationships within and beyond grade levels.</p> <p>This aim will be achieved through a combination of workshops and demonstrations with the whole staff, and individualized or paired meetings and virtual classroom labsites and demonstrations.</p> <p>Cycle 1 will constitute 9 hours of professional development.</p> <p>On a launch date to be TBD teachers in K-5 will participate in a 2 hour workshop. This workshop will provide a demonstration and explanation of balanced literacy with a focus on shared and interactive writing. Teachers will have an opportunity to experience shared and interactive writing, learn the research that supports this instructional method, and learn ways to use this structure to build skills in: language acquisition, grammar, phonics, and story/sentence composition. Teachers will then have a chance to learn the technology that best supports this method, and discuss ways to use it in small groups, large groups, and to gather data.</p> <p>After this session, teachers will be asked to sign up for 30 minutes of paired or individual support in this method.</p> <p>Cycle 2 will constitute 9 hours of professional development.</p> <p>On a date in November, teachers will participate in 2 hours of professional development on the topic of read aloud, collaborative conversations, and writing about reading. Teachers will have an opportunity to experience each of these elements and see how they connect to language acquisition, vocabulary and grammar development, sentence and story structures. Then teachers will learn the technology that best supports these structures and how to use them in large groups, small groups, and to gather data about their students.</p> <p>After this session, teachers will sign up for 30 minutes of paired or individual support in this method.</p> | |

At the end of these two cycles, teachers will have a menu of new methods (interactive writing, shared writing, read aloud, storytelling, collaborative conversations and writing about to reading), to use with large and small groups. This will be anchored in studying students, and planning next steps based on data. Teachers will be supported in collaborative planning.

Scope of Work:

This agreement is to secure the following details for 18 hours of professional development between Kristine Mraz LLC and Lemonwood K-8 . An invoice for payment will be submitted within 30 days of the completion of each cycle of work. If, at a later time, the dates/times need to be changed due to health and safety concerns, scheduling, weather, or other issues, both parties will work together to reschedule on a mutually agreeable date.

| Date of Work | Description of Work | Number of PD Hours | Rate per hour | Total |
|---|---|--------------------|---------------|--------|
| TBD | Meeting with ILT | 1 | N/A | \$0 |
| TBD | Cycle 1: 2 hour session: whole staff 30 minute individual or paired coaching/meeting sessions | 9 | \$300 | \$2700 |
| Starting November and ending before January | Cycle 2: 2 hour session: whole staff 30 minute individual or paired coaching/meeting sessions | 9 | \$300 | \$2700 |
| | | | | |
| Total Agreement | | | | \$5400 |

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 4, 2020

Agenda Section: Section C: Support Services Agreement

Ratification of Amendment #2 to Agreement #17-127 – VCOE – Hearing Conservation & Audiology Services (DeGenna/Ridge)

At the Board Meeting of September 6, 2017, the Board of Trustees approved Agreement #17-127 with the Ventura County Office of Education (VCOE) for Hearing Conservation & Audiology Services for Oxnard School District students, in the amount not to exceed \$74,900.00 per school year, until the agreement is terminated, or a new agreement is put in place.

At the Board meeting of August 22, 2018, the Board of Trustees approved Amendment #1, in the amount of \$650.00 per year, to cover the increase in cost of the Central Auditory Processing (CAP) Assessment, for a revised yearly total agreement amount of \$75,550.00.

Amendment #2 updates the contract services provided by the Ventura County Office of Education for Hearing Conservation & Audiology Services, effective July 1, 2020, but does not change the current yearly total agreement amount of \$75,550.00.

FISCAL IMPACT:

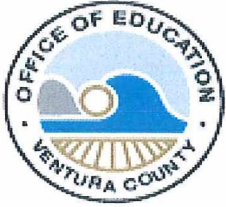
Not to exceed \$75,550.00 – General Fund

RECOMMENDATION:

It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #2 to Agreement #17-127 with VCOE – Hearing Conservation & Audiology Services.

ADDITIONAL MATERIALS:

Attached: [Amendment #2 \(2 Pages\)](#)
[Amendment #1 \(1 Page\)](#)
[Agreement #17-127, VCOE - Hearing Conservation & Audiology Services \(8 Pages\)](#)



VENTURA COUNTY OFFICE OF EDUCATION

Stanley C. Mantooth, County Superintendent of Schools

ADDENDUM TO CONTRACT

Contractor: Oxnard School District

Contract Number: Hearing18-026 (Pupil Services)

Contract Period: This contract will continue to remain in effect until terminated or a new or altered contract is requested by either the District or Provider (VCOE).

Effective Date of Addendum: July 1, 2020

ADDENDUM TO REFLECT UPDATED CONTRACT SERVICES FOR THE FOLLOWING:

| Hearing Conservation Services and Cost | | | |
|--|---|---------------------------------------|--|
| Service / Referral Type | Description | Cost | Scheduling Process |
| Hearing Screening | By audiometrist for students in general education classrooms | \$600 – half day \$1200 – full day | Contact Hearing Conservation to schedule. |
| Specialized Hearing Screening | By audiologist for students with moderate/severe disabilities in special day classes | \$720 – half day \$1440 – full day | Contact Hearing Conservation to schedule. |
| Hearing Test | Comprehensive testing at VCOE to determine the presence and characteristics of hearing loss and to link the family to needed services in the community and school | \$180 | After submitting the referral form, district instructs parent to call our office to schedule an appointment. |
| Aided Testing | Testing at VCOE to determine a student’s auditory abilities while using their current amplification devices (hearing aids or cochlear implants) | \$240 | After submitting the referral form, district instructs parent to call our office to schedule an appointment. |
| Educational Audiology Consult/Services | School-based services for a student with hearing loss, including assessment, consultation, teacher in-servicing, IEP attendance, etc. | \$180/hour | After submitting the referral form, the VCOE educational audiologist will contact the district to initiate services. |

| | | | |
|---|---|------------|--|
| Central Auditory Processing Assessment (CAP) | Assessment at VCOE for central auditory processing includes testing, report, IEP participation and consultation with school team, parents, and others involved. | \$1,800 | Refer to the <i>Central Auditory Processing (CAP) Scheduling Process</i> , and forms for scheduling CAP assessments. |
| <u>Other</u> | Briefly state the needed services | \$180/hour | Hearing Conservation will contact district to initiate services. |

All other original terms and conditions of the contract remain the same.

Requested by:  Dated: 5-5-2020
Program Manager

Approved by:  Dated: 5-6-2020
Executive Director, Internal Business Services

Contractor: _____ Dated: _____
Signature



VENTURA COUNTY OFFICE OF EDUCATION

Stanley C. Mantooth, County Superintendent of Schools

ADDENDUM TO CONTRACT

Contractor: Oxnard School District

Contract Number: Hearing18-030

Contract Period: This contract will continue to remain in effect until terminated or a new or altered contract is requested by either the District or Provider (VCOE).

Effective Date of Addendum: July 1, 2018

ADDENDUM TO REFLECT UPDATED CONTRACT SERVICES TO THE FOLLOWING:

- (1) Contract amount for Central Auditory Processing (CAP) Assessment will be increased from \$850 to \$1,500.
(2) Description: Assessment at VCOE for central auditory processing includes testing, report, IEP participation, and consultation with school team, parents, and others involved.
(3) There will no longer be an additional charge of \$130 an hour for related CAP assessment IEP participation or post-assessment consultation.

All other original terms and conditions of the contract remain the same.

Requested by: [Signature] Program Manager

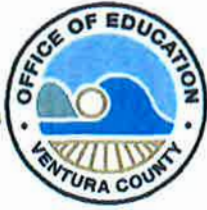
Dated: 7/17/18

Approved by: [Signature] Executive Director, Internal Business Services

Dated: 7-18-18

Contractor: [Signature] Signature Lisa A. Franz, Director, Purchasing

Dated: 8-29-18



Hearing Conservation & Audiology Services

5100 Adolfo Road, Camarillo, CA 93012
805-437-1380 • FAX: 805-389-4297

VENTURA COUNTY OFFICE OF EDUCATION

Stanley C. Mantooth, County Superintendent of Schools

Services Agreement

This Services Agreement (the "Agreement") is made and entered into this first day of July, 2017

by and between Oxnard School District (hereinafter referred to as "District") and Ventura County Office of Education, (hereinafter referred to as "Provider").

NOW THEREFORE, for valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the parties hereto hereby agree as follows:

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

NATURE OF RELATIONSHIP. The parties agree the relationship created by this Agreement is that of independent contractor. In performing all of the Services, Provider shall be, and at all times is, acting and performing as an independent contractor with District, and not as a partner, coventurer, agent, or employee of District, and nothing contained herein shall be construed to be inconsistent with this relationship or status, and is not granted any right or authority to assume or to create any obligation or responsibility, express or implied, on behalf of or in the name of District or to bind the District in any manner. Except for any materials, procedures, or subject matter agreed upon between Provider and District, Provider shall have complete control over the manner and method of performing the Services.

Provider understands and agrees to independent contractor status. Provider understands and agrees that the filing and acceptance of this Agreement creates a rebuttable presumption and that the Provider, officers, agents, employees, or subcontractors of Provider are not entitled to coverage under the California Workers' Compensation Insurance laws, Unemployment Insurance, Health Insurance, Pension Plans, or any other benefits normally offered or conveyed to District employees. Provider will be responsible for payment of all Provider employee wages, payroll taxes, employee benefits, and any amounts due for federal and state income taxes and Social Security taxes. These taxes will not be withheld from payments under this agreement.

NON-EXCLUSIVITY.

- a. During the term of this agreement Provider may, independent of Provider's relationship with the District, without breaching this Agreement or any duty owed to the District, act in any capacity, and may render services for any other entity.
- b. During the term of this Agreement the District may, independent of its relationship with the Provider, without breaching this Agreement or any duty owed to the Provider contract with other individuals and entities to render the same or similar services to the District.

SERVICES. Provider shall provide District with the services, which are described on the "Statement of Work" (the "Work" or "Service") attached hereto and incorporated herein by this reference. The Statement of Work shall contain a timetable for completion of the Work or if the Work is an ongoing service, the Statement of Work shall set forth the mutually agreed schedule for providing such services. Provider shall use its best efforts to complete

all phases of the Work according to such timetable. In the event that there is any delay in completion of the Work arising as a result of a problem within the control of District, Provider and District shall cooperate with each other to work around such delay. In addition to the specifications and/or requirements contained in the Statement of Work and any warranty given by Provider hereunder, the Statement of Work may set forth those performance criteria agreed between District and Provider whereby the District can evaluate whether Provider has satisfactorily completed the Work ("Performance Criteria").

Provider, at Provider's sole cost and expense, shall furnish all tools, equipment, apparatus, transportation, labor, and material necessary to meet its obligations under this Agreement. No substitutions of materials or service from those specified in this section shall be made without the prior written consent of the District.

TIME OF PERFORMANCE. The term of this agreement shall commence on July 1, 2017 and may be terminated by either the District or the Provider for cause upon written notice to the other party. If not terminated, this contract will remain in effect until a new or altered contract is requested by either the District or the Provider.

PAYMENT AND EXPENSES. All payments due to Provider are set forth in the "Schedule of Fees" attached hereto and incorporated herein by this reference. All payments due Provider are set forth in "Schedule of Fees" and shall be paid by the Superintendent within 30 days of receipt of a proper invoice from Provider, which invoice shall set forth in reasonable detail the Services performed. The Superintendent reserves the right, in its sole and absolute discretion, to reject any invoice that is not submitted in compliance with the Superintendent's standards and procedures. In the event that any portion of an invoice submitted by a Provider to the Superintendent is disputed, the Superintendent shall only be required to pay the undisputed portion of such invoice at that time, and the parties shall meet to try to resolve any disputed portion of any invoice. The rates set forth in "Schedule of Fees" are not set by law, but are negotiable between District and Provider.

ASSIGNMENT AND SUBCONTRACTORS. Provider shall not assign, sublet, or transfer this Agreement or any rights under or interest in this Agreement without the prior written consent of the District, which may be withheld by the District in its sole and absolute discretion for any reason. Nothing contained herein shall prevent Provider from employing independent associates, subcontractors, and sub consultants as Provider may deem appropriate to assist in the performance of services herein, subject to the prior written approval of the District. Any attempted assignment, sublease, or transfer in violation of this Agreement shall be null and void, and of no force and affect. Any attempted assignment, sublet, or transfer in violation of this Agreement shall be grounds for the District, in its sole discretion, to terminate the Agreement

TERMINATION OR AMENDMENT. This Agreement may be terminated or 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. In the event of cancellation prior to completion of the specified services, all finished or unfinished projects, documents, data, studies, and reports prepared by the Provider under this agreement shall, at the option of the District, become District property. The Provider shall be entitled to receive just and equitable compensation for any satisfactory work completed on such items prior to termination of the Agreement.

The parties to this Agreement shall be excused from performance thereunder during the time and to the extent they are prevented from obtaining, delivering, or performing due to act(s) of God. Satisfactory evidence thereof to the other party is required, provided that it is satisfactorily established that the non-performance is not due to the fault or neglect of the party not performing.

NOTICE. Any notices required or permitted to be given under this Agreement shall be deemed fulfilled by written notice, demand or request personally served on (with proof of service endorsed thereon, or mailed to, or hereinafter provided) the party entitled thereto or on its successors and assigns. If mailed, such notice, demand, or request shall be mailed certified or registered mail, return receipt requested, and deposited in the United States mail addressed to such party at its address set forth below or to such address as either party hereto shall direct by

like written notice and shall be deemed to have been made on the third (3rd) day following posting; or if sent by a nationally recognized overnight express carrier, prepaid, such notice shall be deemed to have been made on the next business day following deposit with such carrier. For the purposes herein, notices shall be sent to the District and the Provider as follows:

District:

School District: Oxnard
Attn: Chris Ridge
Address: 1051 South A Street
Oxnard, CA 93030

Provider:

Ventura County Office of Education
Attn: [REDACTED], Director of Internal Business
5189 Verdugo Way Lisa Cline
Camarillo, CA 93012

WARRANTY. Provider hereby warrants to District that the Work shall be performed in a professional and workmanlike manner consistent with the highest industry standards. For a period of one (1) year following completion of the Work, Provider shall correct or make arrangements to correct any breach of the warranty for the Work within ten (10) business days of notice from District of same.

COMPLIANCE WITH LAWS. Provider hereby agrees that Provider, officers, agents, employees, and subcontractors of Provider shall obey all local, state, and federal laws and regulations in the performance of this Agreement, including, but not limited to minimum wages laws and/or prohibitions against discrimination.

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.

INDEMNIFICATION. Contractor agrees to defend, indemnify, and hold harmless District, its governing Board, officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses, including legal fees and costs, however caused, resulting directly or indirectly from or connected with Provider's negligence or wrongful acts or omissions.

District agrees to defend, indemnify, and hold harmless Provider, its officers, agents, employees, and/or volunteers from any and all claims, demands, losses, damages and expenses including legal fees and costs, however caused, resulting directly or indirectly from or connected with District's negligence or wrongful acts.

INSURANCE. District and Provider each participate in the Ventura County School Self-Funding Authority (VCSSFA), and therefore collectively self-insure for workers' compensation, general liability, and property coverage under the VCSSFA self-insurance programs.

SAFETY AND SECURITY. Provider shall be responsible for ascertaining from the District all of the rules and regulations pertaining to safety, security, and driving on school grounds, particularly when children are present.

Certain entities that contract with a school district are required to comply with Education Code section 45125.1 regarding fingerprinting requirements unless the district determines that the Provider will have limited contact with students.

Provider and any and all subcontractors are required to comply with Education Code section 45125.1, Fingerprint certification requirements. Provider will provide proof, upon request, that fingerprint certification requirements have been fulfilled prior to commencing any services for the District under this Agreement.

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 a state court situated in the County of Ventura, State of California.

ARBITRATION. 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 (AAA), as amended or as augmented in this Agreement (the "Rules"). The parties acknowledge that one of the purposes of utilizing arbitration is to avoid lengthy and expensive discovery and allow for prompt resolution of the dispute.

Arbitration shall be initiated as provided by the Rules, although the written notice to the other party initiating arbitration shall also include a description of the claim(s) asserted and the facts upon which the claim(s) are based. Arbitration shall be final and binding upon the parties and shall be the exclusive remedy for all claims subject hereto, including any award of attorneys' fees and costs. Either party may bring an action in court to compel arbitration under this Agreement and to enforce an arbitration award.

All disputes shall be decided by a single arbitrator. The arbitrator shall be selected by mutual agreement of the parties within 30 days of the effective date of the notice initiating the arbitration. If the parties cannot agree on an arbitrator, then the complaining party shall notify the AAA and request selection of an arbitrator in accordance with the Rules. The arbitrator shall have only such authority to award equitable relief, damages, costs, and fees as a court would have for the particular claim(s) asserted. In no event shall the arbitrator award punitive damages of any kind.

The arbitrator shall have the power to limit or deny a request for documents or a deposition if the arbitrator determines that the request exceeds those matters, which are directly relevant to the claims in controversy. The document demand and response shall conform to Code of Civil Procedure section 2031. The deposition notice shall conform to Code of Civil Procedure section 2025. The parties may make a motion for protective order or motion to compel before the arbitrator with regard to the discovery, as provided in Code of Civil Procedure sections 2025 and 2031.

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 attorney's fees and costs incurred in connection with such actions or proceeding

DOCUMENT RETENTION. After Provider's services to District conclude, Provider shall, upon the District's request, deliver all documents for all matter in which Provider has provided services to the District. If the District does not request District's document(s) for a particular service, Provider will retain document(s) as required by law.

NATURE OF AGREEMENT. This Agreement constitutes a binding expression of the understanding of the parties with respect to the services to be provided hereunder and is the sole contract between the parties with respect to the subject matter thereof. There are no collateral understandings or representations or agreements other than those contained herein. This Agreement represents the entire agreement between the parties hereto with respect to the subject matter hereof and supersedes any and all other agreements and communications however characterized, written or oral, between or on behalf of the parties hereto with respect to the subject matter hereof. This Agreement may only be modified by a written instrument signed by authorized representatives of each of the parties hereto.

BINDING EFFECT. This Agreement shall inure to the benefit and shall be binding upon all of the parties to this Agreement, and their respective successors in interest or assigns.

WAIVER. No claim or right arising out of a breach of this Agreement can be discharged in whole or in part by a waiver or renunciation of the claim or right unless such waiver is in writing.

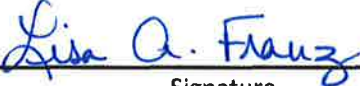
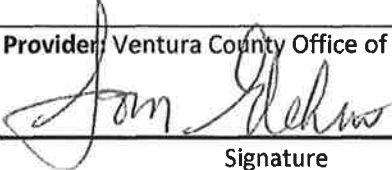
SEVERABILITY. It is intended that each paragraph of this Agreement shall be treated as separate and divisible, and in the event that any paragraphs are deemed unenforceable, the remainder shall continue to be in full force and effect so long as the primary purpose of this Agreement is unaffected.

PARAGRAPH HEADINGS. The headings of paragraphs hereof are inserted only for the purpose of convenient reference. Such headings shall not be deemed to govern, limit, modify or in any other manner affect the scope, meaning or intent of the provisions of this Agreement or any part or portion thereof, nor shall they otherwise be given any legal effect whatsoever.

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. Each party warrants that the individuals who have signed this Agreement have the legal power, right, and authority to make this Agreement and to bind each respective party.

COUNTERPART EXECUTION: ELECTRONIC DELIVERY. This Agreement may be executed in any number of counterparts which, when taken together, shall constitute one and the same instrument. Executed counterparts of this Agreement may be delivered by PDF email or electronic facsimile transmission, and shall have the same legal effect as an "ink-signed" original.

IN WITNESS WHEREOF, the parties have executed this agreement as of the date first written above.

| | |
|--|--|
| District:  Signature | Provider: Ventura County Office of Education  Signature |
| Name: Lisa A. Franz Title: Director, Purchasing Date: 9-14-17 | Tom Etchart Director, Internal Business Services Date: May 26, 2017 |

2017 – 2018 STATEMENT OF WORK

VCOE Hearing Conservation and Audiology Services offers hearing screening, audiological assessment, and educational audiology services for students in Ventura County. These services may be used for:

- Mandated and non-mandated student populations
- General education students, including students with a 504 Plan
- Students in special education with an IEP eligibility other than *hard of hearing*, deaf, *VI* or *OI*.

Note: Audiology services for students in special education with low incidence eligibilities are provided through SELPA funding and are *not* included in this contract.

Services and costs are itemized below. A more detailed description of each service follows.

Districts will be billed only for rendered services that pre-authorized by a designated district personnel.

Schedule of Fees

| Schedule of Hearing Conservation Services | Fees |
|--|---------------------------------|
| <i>Staff are credentialed/certified, licensed and qualified to provide these services.</i> | |
| Hearing Screening (by audiometrist for students in general education classrooms) | \$500/half day \$1000/day |
| Functional Hearing Screening– Special Education (by audiologist for students with moderate/severe disabilities in special day classes) | \$600/half day \$1200/day |
| Educational Audiology Services (services to students who are <i>not</i> identified with special education eligibility in the area of deafness, hard of hearing, or other low incidence disability) | \$130/hour |
| Audiological/Hearing Evaluation at VCOE (comprehensive testing to determine the presence and characteristics of hearing loss) | \$130 |
| Hearing Aid/Cochlear Implant Evaluation at VCOE (evaluation of a student’s hearing function while using their personal hearing device) | \$200 |
| (Central) Auditory Processing (CAPD) Assessment at VCOE (covers CAPD services through the assessment and report dissemination) | \$850 |
| (Central) Auditory Processing (CAPD) Post-Assessment Services (hourly rate for all consultation, communications, IEP attendance, and other related services beyond the assessment and report) | \$130/hour billed to the ¼ hour |

DESCRIPTION OF HEARING SERVICES

HEARING SCREENING. Students in general education classrooms, and in special education classrooms for mild disabilities, are screened by an audiometrist at the school site to identify students with a high probability of hearing loss and to monitor students with previous screening failure.

Mandated student populations include (per Ed Code Section 49452 and CCR Title 17 Section 2951):

- All students attending general education grades kindergarten, 2nd, 5th, 8th and 10th (in the absence of a 10th grade waiver). Students in transitional kindergarten are included at the request of the school district.
- Special education students upon initial entry to special education and every third year thereafter
- Students at first entry into the California public school system, or new to the school district if prior screening records are not readily available
- Students referred due to concerns from school staff or parents
- Students in any grade who did not pass the previous hearing screening or are known to have a hearing problem that needs periodic monitoring
- All students attending general education grades kindergarten, 2nd, 5th, 8th and 10th (in the absence of a 10th grade waiver).

Special education students in special day classes for students with mild involvement (likely capable of responding with conventional procedures) in need of screening will be identified by school personnel. Additional special education students with mild involvement that fall outside the mandate can be included at the discretion of school personnel.

There will be a second visit 2-6 weeks post initial screening to re-test failures and catch previously absent students

Call 805-437-1380 or email hearing@vcoe.org to schedule Hearing Screening. Signature on Service Agreement authorizes the service.

FUNCTIONAL HEARING SCREENING. Special education students with *moderate/severe disabilities* require advanced expertise and equipment provided by an audiologist. Screening is mandated for students as part of the initial entry into special education and every three years thereafter (usually corresponding with the triennial assessment). Additional special education students that fall outside the mandate can be included at the discretion of the designated district personnel.

- Students in need of functional screening by the audiologist are identified by school personnel.
- Functional screening occurs outside of the general education mass screening and does not include a re-test session.

Call 805-437-1380 or email hearing@vcoe.org to schedule Hearing Screening. Signature on Service Agreement authorizes the service.

AUDIOLOGICAL / HEARING EVALUATION SERVICES. Audiological evaluations are conducted at VCOE to determine the presence and characteristics of hearing loss, provide educationally-relevant information to school personnel, and to link parents to community-based services. Students are referred by designated district personnel due to hearing screening failure, concern about hearing, history of known hearing loss in need of monitoring, absenteeism at screening session, or inability to comply during school-based screening. Audiological evaluations are completed at the request of school personnel, subsequent to pre-authorization by designated district personnel.

The form *Referral/Authorization for Hearing Services 2017-2018* or a signed *Assessment Plan* must be submitted to request this service. <http://www.vcoe.org/Hearing-Conservation/Hearing-Evaluations>

HEARING AID/COCHLEAR IMPLANT EVALUATIONS. Hearing aid evaluations are conducted at VCOE at the referral of designated district personnel, with prior district authorization, to provide educationally-relevant information regarding the deaf/hard of hearing student's auditory function with and without the use of their personal hearing devices (hearing aids or cochlear implants).

The form Referral/Authorization for Hearing Services 2017-2018 or a signed Assessment Plan must be submitted to request this service. <http://www.vcoe.org/Hearing-Conservation/Hearing-Evaluations>

EDUCATIONAL AUDIOLOGY SERVICES. For students with an IEP who do not have a low incidence disability (primary and/or secondary) as well as students in general education (with or without a 504).

Services are requested by designated district personnel and include consultation, assessment of functional listening skills in the classroom to determine the need and benefit from Hearing Assistive Technology (HAT), teacher orientation to a student's hearing loss and hearing devices, determination of accommodations, and procurement, delivery and monitoring of HAT equipment. HAT for these students must be pre-authorized by designated district personnel; costs per manufacturer invoice are charged to district.

The form Referral/Authorization for Hearing Services 2017-2018 or a signed Assessment Plan must be submitted to request this service. <http://www.vcoe.org/Hearing-Conservation/Hearing-Evaluations>

(CENTRAL) AUDITORY PROCESSING DISORDER (CAPD) ASSESSMENT. CAPD assessments are conducted at VCOE to determine a student's ability to process auditory information in relation to speech, language, learning and/or academic deficits. Authorization of designated district personnel is required. Assessment includes gathering of student records, consultation with the school team in advance of testing, comprehensive assessment, and report generation. Any additional services desired of the audiologist post-testing, such as IEP attendance and consultation with family or school/district personnel, are billed separately, as needed (see below).

The form Referral/Authorization for Hearing Services 2017-2018 or a signed Assessment Plan must be submitted to request this service. <http://www.vcoe.org/Hearing-Conservation/Hearing-Evaluations>

(CENTRAL) AUDITORY PROCESSING (CAPD) POST-ASSESSMENT SERVICES. The school team may desire the audiologist to participate in the IEP meeting, consult with family or school/district personnel to explain results and recommendations, or otherwise provide CAPD expertise. These services must be pre-authorized by designated district personnel and are billed at the hourly rate, separate from the assessment fee.

The form Referral/Authorization for Hearing Services 2017-2018 must be submitted to request this service. Administrator signature is authorization for billing. <http://www.vcoe.org/Hearing-Conservation/Hearing-Evaluations>

WORK SCHEDULE. Screening and audiological services will be conducted during normal school/business hours with service dates determined via mutual agreement of VCOE Hearing Conservation, school district, and the applicable school/family.

PAYMENT SCHEDULE. Districts will be billed quarterly.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 4, 2020

Agenda Section: Section C: Special Education Agreement

Ratification of Amendment #1 to Agreement #20-60 – CompHealth Medical Staffing (DeGenna/Edwards)

At the Board Meeting of August 19, 2020, the Board of Trustees approved Agreement #20-60 with CompHealth Medical Staffing, in the amount of \$140,000.00, to provide supplemental staffing on an “as needed” basis for the Special Education Services Department for the 2020-2021 fiscal year.

Amendment # 1, in the amount of \$100,000.00, is required to add additional supplemental staffing, for a new total agreement amount of \$ 240,000.00.

FISCAL IMPACT:

\$100,000.00 – Special Education Funding

RECOMMENDATION:

It is the recommendation of the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #20-60 with CompHealth Medical Staffing.

ADDITIONAL MATERIALS:

Attached: [Amendment #1 \(1 Page\)](#)
[Agreement #20-60, CompHealth Medical Staffing \(9 Pages\)](#)

**Amendment #1 to Agreement #20-60 between
CompHealth Staffing and Oxnard School District
November 4, 2020**

At the Board Meeting of August 19, 2020, the Board of Trustees approved Agreement #20-60 with CompHealth Medical Staffing, in the amount of \$140,000.00, to provide supplemental staffing on an “as needed” basis for the Special Education Services Department for the 2020-2021 fiscal year.

Amendment # 1, in the amount of \$100,000.00, is required to add additional supplemental staffing, for a new total agreement amount of \$ 240,000.00.

CompHealth Medical Staffing:

Oxnard School District:

Signature

Signature

Typed Name/Title

Lisa A. Franz, Director, Purchasing
Typed Name/Title

Date

Date

CompHealth

JDE No.1873185

ALL INCLUSIVE SERVICE AGREEMENT FOR TEMPORARY HEALTHCARE PROFESSIONAL COVERAGE

This All Inclusive Service Agreement for Temporary Healthcare Professional Coverage ("Agreement") by and between Oxnard Elementary School District ("Client"), a nonprofit organization, with its principal place of business located at 1051 South A Street, Oxnard, CA 93030, and CompHealth Medical Staffing ("CompHealth"), with its principal place of business located at 2900 Charlevoix Drive SE, Suite 200, Grand Rapids, MI 49546 (collectively the "Parties" and each individually a "Party") is hereby entered into, made and effective as of July 15, 2020 ("Effective Date").

Section A, Intent of Agreement

CompHealth is in the business of providing temporary allied healthcare professional staffing services. Client is in need of temporary staffing services. By this Agreement, the Parties intend that CompHealth will furnish healthcare professionals ("Provider(s)") to provide clinical services to Client on a temporary basis ("Provider Coverage") for the time periods requested by Client ("Assignment(s)"). Therefore, this Agreement describes the relationship between the Parties with respect to Provider Coverage.

Section B, Duties of CompHealth

B.1 Arrangement of Assignments

Client may request an unlimited number of Assignments hereunder. Once arrangements have been made for a Provider to furnish Provider Coverage in response to a requested Assignment, and upon Client's verbal acceptance of Provider and Fees for the same (as defined below), the requested Assignment shall be binding upon Client and CompHealth will confirm the Assignment in writing ("Confirmation"). Confirmations shall be deemed received upon sending. Each Confirmation shall include the name and specialty of Provider furnishing services, the dates and location of the Assignment, the applicable Fees for the Assignment, the applicable Recruitment Fee (as defined below) for the Assignment and deviations to this Agreement for the related Assignment, if any. Client may object in writing to incorrect Confirmations promptly upon receipt, but in any event no later than three (3) business day(s) after receipt. In the event Client objects to any Confirmation, CompHealth shall either correct the error or the Parties shall in good faith work to resolve any disagreement and a corrected Confirmation shall be issued once the Parties reach Agreement. All Assignments are binding and subject to the cancellation provisions below once Client has verbally accepted a Provider; incorrect, incomplete or delayed Confirmations do not create a right of cancellation. In the event that any changes are made to an Assignment after a Confirmation has been issued, a subsequent Confirmation will be issued which reflects the changes and such subsequent Confirmation shall be controlling.

B.2 Providers as Employees of CompHealth

Each Provider is an employee of CompHealth and CompHealth shall therefore be responsible for compensating Providers directly. CompHealth's obligation to compensate Providers includes the obligation to pay employment taxes and furnish Worker's Compensation coverage and other insurance as required by law. Providers are required to notify CompHealth in the event they are injured while on an Assignment.

B.3 Licensure, Competency

CompHealth shall require each Provider furnishing Provider Coverage to be appropriately licensed. Provider shall be responsible for maintaining his or her license in good standing, if applicable. Each Provider furnished by CompHealth will have been tested for competency prior to beginning an Assignment. CompHealth will furnish each Provider with orientation. The performance of Providers will be evaluated by CompHealth and training resources will be made available to each Provider.

B.4 Assignment of Billing Rights, Chart Documentation

Fees due from patients as a result of Provider Coverage belong to Client. If applicable, CompHealth agrees to direct Providers to promptly execute such documents as are reasonably required to assign billing rights to Client. CompHealth will direct Providers to promptly complete chart documentation. Client shall take all reasonable measures to complete transcription prior to Provider's departure from an Assignment.

B.5 Professional Liability Insurance

CompHealth shall provide professional liability insurance coverage for each Provider while on Assignment with Client to cover all incidents which may occur during an Assignment, regardless of when a claim is made, in limits of \$1,000,000 per Provider per incident and \$3,000,000 per Provider in the annual aggregate or such higher limits as may be required by law. Insurance coverage is subject to the terms of the policy and covers medical malpractice only.

B.6 General Liability Insurance

CompHealth shall provide general liability insurance to cover each Provider while on Assignment with Client in limits of \$1,000,000 per incident and \$3,000,000 per annual aggregate. Insurance coverage is subject to the terms of the policy.

Section C, Duties of Client

C.1 Client to Notify of Acceptability of Providers

In response to Client's request for Provider Coverage and subject to availability, CompHealth will present Providers to Client for consideration. Client has the right to reject any Provider so presented. Confirmations shall not be issued until Client has verbally accepted the Provider presented and has verbally agreed to the applicable Fee(s) and Recruitment Fee.

C.2 Client to Furnish Practice Description, Establish Work Schedule and Furnish Equipment & Supplies, Reassignment (Floating)

For each Assignment, Client shall provide a practice description ("Practice Description"). Client agrees to not request Provider to perform work which materially deviates from the Practice Description. In the event a Provider is asked to float, Client agrees to not reassign Provider to perform work not contemplated by the Practice Description. For each Assignment, Client shall provide each Provider with a reasonable work schedule. Client shall be responsible to provide each Provider with reasonably maintained and usual and customary equipment and supplies, and a suitable practice environment in compliance with acceptable ethical, medical and legal standards.

C.3 Housing, Travel Arrangements & Per Diem Allowance

With the exception of cancellation circumstances as described in Section E.1, Fees are all inclusive and will include all per diem charges. The Parties agree that for each Assignment confirmed under this Agreement Client agrees to reimburse CompHealth through the all inclusive bill rate for all meal, incidental and lodging per diem allowances paid by CompHealth to any of its Providers providing services to Client under this Agreement. CompHealth shall provide Client with information detailing the per diem allowances on a report referenced and included as a part of each invoice as further outlined below in Section D.1. The per diem report shall contain the names of each CompHealth Provider who received per diem allowances during the period referenced on the invoice, as well as the aggregate amount of those allowances during the billing period. Each such per diem report shall be deemed to be incorporated by reference into the applicable invoice and read as a part thereof.

C.4 Practice Standards

Client shall comply with all applicable OSHA, federal, state, local and other professional standards, laws, rules and regulations relating to patient care and work environment. CompHealth will direct Providers to comply with Client's policies and procedures and all applicable professional standards, laws, rules, and regulations. It is Client's responsibility to inform Providers of Client policies and procedures.

C.5 Risk Management and Incident Reporting Cooperation

Client agrees to cooperate with CompHealth's reasonable risk management and quality assurance activities. Should Client become aware of an incident or claim which may give rise to a claim under CompHealth's professional liability policy of insurance, Client agrees to promptly notify CompHealth of the nature of the claim and report all necessary information related to the claim. Client understands and agrees that failure to report an incident may result in loss of coverage. The obligations of this Section C.5 shall survive any termination of this Agreement. CompHealth has in place a formal Risk Management Protocol ("Protocol"), which policy details how incidents are reported, tracked and documented. The Protocol is available for review by Client upon request.

C.6 Change in Worksite Location

Should Client wish to change the location of the worksite during any Assignment, it agrees to secure CompHealth's advance permission. In the event that Client wishes to change the location of the worksite, and such change results in the Provider having to commute more than thirty (30) minutes or thirty (30) miles from Provider's housing accommodations, then the Parties shall mutually agree upon a resolution that fairly compensates CompHealth and Provider for the change, which may include but is not necessarily limited to charges for Costs (as defined in Section E.1 below) incurred in securing housing accommodations closer to the new worksite.

C.7 Competency

Client shall furnish Providers with orientation, competency assessment and training equivalent to that provided to Client's own employees upon Provider's arrival at Client's facility.

Section D, Fees

D.1 Fee Schedule

Client shall pay CompHealth fees ("Fee(s)") for Provider Coverage as specified in the Confirmation for the related Assignment. CompHealth is providing Client with an aggregated hourly billing rate which is inclusive of both amounts for healthcare services provided by Providers and expense reimbursements for per diem allowances paid by CompHealth to Providers (with zero percent (0%) markup). The aggregated hourly billing rate (whether set forth in the Agreement or any Confirmation thereto) is provided solely at Client's request for Client's cost comparison purposes and shall in no way reflect treatment of how CompHealth is paying wages to Providers and reimbursing Providers for per diem allowances.

D.2 Deposit, Costs of Obtaining Privileges

Upon a Confirmation being issued for the first Assignment requested under this Agreement, Client shall pay to CompHealth a deposit of \$0.00 to be credited towards the last two weeks of Provider Coverage. No deposit shall be required for additional Assignments hereunder. Notwithstanding the foregoing, CompHealth reserves the right to require additional deposits during the Term of this Agreement if, in its sole discretion, Client's credit and payment history warrant doing so. If applicable, Client agrees to be responsible for payment of the costs associated with obtaining privileges, if any, for each Provider that furnishes Provider Coverage hereunder.

D.3 Invoicing

Fees are invoiced bi-weekly. Invoices will include applicable taxes. Fees are determined based upon Provider's work record. Invoices will include other charges agreed upon in the Confirmation, if any. Upon request, CompHealth will provide a reconciliation within 30 days of the completion of an Assignment. Payment for each two-week period is due immediately upon receipt of an invoice for that period. Invoices shall be deemed received on the tenth (10th) business day after the date of invoice.

D.4 Minimum Workweek

CompHealth requires that a minimum of thirty-seven and a half (37.5) hours per week per Provider ("Minimum Fee") be billed Client regardless of actual time worked. Therefore, if the total Fees for any one week are for less than the Minimum Fee, CompHealth will bill Client and Client agrees to pay the Minimum Fee. The Minimum Fee shall be reduced on a pro rata basis if: a) the Provider working the Assignment voluntarily misses work for any reason (e.g. if the Provider calls in sick, fails to report to work, etc.) or, b) the school is closed for any reason (e.g. inclement weather, school holidays and non-working days as referenced in school's calendar).

D.5 Failure to Issue Confirmation

Should CompHealth fail to issue a Confirmation for any Assignment, and Provider Coverage is rendered, CompHealth's failure shall not abrogate Client's responsibility for payment of Fees for the Provider Coverage received. In that instance, Fees and the Recruitment Fee (if Client or a third party offers Work, as described and defined below, to a Provider and Provider accepts) shall be charged at the current market rate for that specialty.

Section E, Term, Cancellation and Removal of Provider

E.1 Cancellation of an Assignment

For all Assignments for which verbal acceptance of a Provider has been given by Client, Client must provide to CompHealth written and verbal notice of cancellation of an Assignment at least thirty (30) days in advance. Written notice shall be deemed to be received upon sending. In the event that Client provides (30) days advance notice of cancellation, Client shall be responsible for payment of actual fees and charges that may result from cancellation of an Assignment, including but not limited to lost rents, security deposits and airfare ("Costs"). In the event that Client provides less than thirty (30) days notice of cancellation, Client shall be responsible for payment of: a) the total Fee due for the period covered by the Assignment up to a maximum of thirty (30) calendar days ("Damages"); and b) Costs. In the event that an Assignment is scheduled less than thirty (30) days in advance and Client cancels, Client shall be responsible for payment of the total Fee due for the period covered by the Assignment up to a maximum of thirty (30) calendar days (also "Damages") as well as Costs. Notwithstanding the foregoing, and provided that Client communicated its minimum credentialing and/or privileging requirements in writing at the time it requested an Assignment, in the event that a

Provider is not granted privileges required for any Assignment or does not meet Client's credentialing requirements, then Client shall not be liable for any Damages or Costs associated with cancellation.

E.2 Requests for Provider Coverage

CompHealth does not guarantee the ability to fill Assignments requested hereunder. Only Assignments for which a Provider has been verbally accepted by Client shall be binding upon CompHealth. In the event a Provider for a binding Assignment cancels, CompHealth shall exercise best efforts to furnish a replacement Provider but shall have no other liability.

E.3. Termination of Agreement

Either Party may terminate this Agreement with thirty (30) days advance written notice, subject to Section E.1 above. In the event of Client's failure to pay monies due hereunder or other material breach, CompHealth may immediately terminate this Agreement with written notice. The obligation to pay monies due under this Agreement shall survive termination.

E.4 Term

The term of this Agreement ("Term") shall begin on the Effective Date and continues thereafter until June 30, 2021.

E.5 Removal of Provider

Should Client determine that a Provider must be removed from an Assignment for reasons related to demonstrated professional incompetence, repeated unauthorized absence or repeated unauthorized tardiness at any time during the Assignment, Client shall communicate to CompHealth the reason for the removal request in advance of removal and cooperate with CompHealth in providing necessary risk management information (if applicable) and documentation of the reasons for removal. CompHealth shall verify and assess the reason for the requested removal and promptly notify Provider of the removal. ~~CompHealth reserves the right to first counsel Provider and provide an opportunity for Provider to correct any deficiencies prior to any such removal if, in its reasonable discretion, there is no risk of patient endangerment.~~ CompHealth will not remove a Provider from an Assignment for discriminatory reasons.

Section F, Later Placements

F.1 Client Offer of Position to Provider

Client agrees that should it, or any third party introduced to Provider by Client (when the introduction has been made for the purpose of enabling the third party to recruit Provider for Work or when the third party is a facility to whom Client has furnished Provider's services), offer Work (as defined below) to any Provider introduced to Client by CompHealth during the Term of this Agreement and for a period of two (2) years after the first date of introduction to Client or, if Provider has furnished Provider Coverage for Client, for a period of two (2) years after the last day of Provider's last Assignment with Client under this Agreement, and said offer is accepted, then Client shall pay to CompHealth as consideration for the introduction a recruitment fee in the amount as listed in the related Confirmation ("Recruitment Fee") per Provider so hired or engaged, regardless of whether or not that Provider actually performed work for Client through CompHealth. The obligations of this Section F.1 shall survive termination of this Agreement.

F.2 Client Notification of Previous Knowledge of Provider

Client must inform CompHealth in writing within twenty-four (24) hours if any Provider presented by CompHealth is already known to Client through means other than CompHealth. If Client fails to so notify CompHealth, CompHealth shall be deemed to have made the introduction.

F.3 Recruitment Fee Payment Terms

Once a Provider accepts Work, the Recruitment Fee must be paid in full prior to the first day the Provider performs services in the new position. In the event the Recruitment Fee is not paid in full prior to the first day the Provider performs services in the new position, Client shall be liable for payment of the Minimum Fee per week up to the date the Recruitment Fee is paid. Once the Recruitment Fee is paid for any Provider under this Agreement, CompHealth shall not assess further Fees for that Provider and there shall be no further obligation as between CompHealth and Client with respect to that Provider.

F.4 Definition of Work

For purposes of this Agreement, "Work" shall mean an offer to work, said offer being either verbal or written, on a part or full time basis, temporary or permanent, directly as an employee or independent contractor or indirectly when arranged through another staffing company.

Section G, Standards of Service

G.1 Medicare and Medicaid Fraud Representation

Each Party represents that it is not currently under investigation or debarred by any state or federal governmental agency for Medicare or Medicaid fraud. In the event an investigation of a Party is initiated by any state or federal governmental agency, or it is discovered that the representations contained herein are false, the non-breaching Party reserves the right to immediately terminate this Agreement. It is understood and agreed to by the Parties that the ability to verify if any individuals are currently debarred is dependent upon the accuracy of the information contained on the OIG list of excluded persons and the representations of each individual.

G.2 Health Insurance Portability and Accountability Act of 1996 (HIPAA)

CompHealth and its Providers are not business associates of Client pursuant to the definition of "business associate" found in 45 CFR 160.103 because Providers are members of Client's workforce (See Also 45 CFR 160.103 definition of "workforce"). Notwithstanding the foregoing, as a business associate of other covered entities, CompHealth has implemented appropriate safeguards and maintains individually identifiable patient health information ("PHI", which shall include electronic PHI) as confidential. To that end, CompHealth will use and disclose only the minimum necessary PHI and will use and disclose PHI only as permitted under the Health Insurance Portability and Accountability Act of 1996 ("HIPAA") for legal, management and administrative purposes in connection with treatment, payment and operations or as required by law.

G.3 Availability of Books and Records

To assist Client in verification of Medicare and Medicaid reimbursable costs, and in order to fulfill HIPAA requirements, CompHealth agrees for the time period required by law after furnishing services hereunder to make available to Client and appropriate governmental authorities at CompHealth corporate offices such agreements, books, documents, and records as are required by law.

G.4 Criminal Background Check, Drug Screen, Immunization and Communicable Disease Certification

As part of the credentialing process, CompHealth will perform a criminal background check on each Provider to verify that Providers have not been convicted of a felony in any county of residence (as provided by Provider) in the last seven (7) years. CompHealth will require each Provider to submit to a drug test and will not furnish Providers who have tested positive for drug use (subject to verification of false positives as required by certain state's laws). Upon Client request, CompHealth shall also require Providers to provide CompHealth evidence of immunization and certification that Provider is free from communicable diseases which are readily transferable.

Section H, Miscellaneous Provisions

H.1 Interest and Attorney's Fees

Client agrees to pay all expenses and costs, including interest and attorneys' fees, which may be incurred if collection efforts are necessary to enforce this Agreement. Client agrees to pay interest at a rate of 1-1/2 percent per month on any unpaid balance.

H.2 Entire Agreement, Amendments

This Agreement contains the entire agreement between CompHealth and Client relating to Provider Coverage. This Agreement supersedes all previous contracts and all prior agreements between the Parties relating to Provider Coverage. This Agreement may be limited to a particular department or division of Client if so indicated, in which case this is the entire agreement between the Parties relating to Provider Coverage for that particular department or division only and supersedes all prior agreements relating to that particular department or division only. Confirmations hereunder, which shall be in writing but shall not require a signature, may function to amend this Agreement on a per Assignment basis only. All other amendments to this Agreement must be in writing and signed by both Parties. In the event of a conflict between this Agreement and any Confirmation, the Confirmation shall control with respect to the Assignment covered by the Confirmation only.

H.3 Notices

For all notices required hereunder, including Confirmations, acceptable forms of communication include facsimile, electronic mail or letter sent via U.S. mail or express delivery. Notices communicated via U.S. mail or express delivery shall be effective if sent to the physical address listed in the introductory paragraph of this Agreement or such other address as may be designated in writing. Notices communicated via facsimile and electronic mail shall be effective if sent to the facsimile number and electronic mail address used by the Parties in the regular course of dealing hereunder.

H.4 Severability, Successors, Discrimination, Governing Law

If any provision of this Agreement is deemed to be invalid by a court of competent jurisdiction, all other provisions will remain effective. Failure to exercise or enforce any right under this Agreement shall not be construed to be a waiver. This Agreement shall inure to the benefit of and bind each Party's successors in interest. Neither Party shall discriminate against any Provider on the basis of race, age, gender, disability, religion, national origin, military/veteran status, pregnancy, or sexual orientation. This Agreement shall be governed by the laws of the State of California.

H.5 Client as Staffing Company or Medical Group Furnishing Clinical Services to Facilities

In the event that Client is itself a staffing company or medical group using CompHealth Providers to furnish clinical services to facilities, Client agrees to require its clients to agree to the provisions of Sections C.2, C.4, C.5 and G.1 of this Agreement. The fact that Client is itself a staffing company or medical group using CompHealth Providers to furnish clinical services to facilities shall not limit, modify or reduce any of Client's obligations hereunder.

H.6 Facsimile Signature Deemed Original, Permission to Fax and E-Mail

A facsimile signature hereon shall have the same effect as an original. By signature below, Client expressly grants CompHealth permission to send Client unsolicited advertisements and other marketing materials via facsimile and electronic mail.

H.7 Use of Subcontractors

CompHealth may occasionally use subcontractors to assist it in furnishing Provider Coverage. In cases where subcontractors are used, subcontractors shall be held to the same quality standards as have been adopted by CompHealth and shall be required to meet all the requirements and perform all the obligations contained in this Agreement. CompHealth will monitor subcontractors for quality purposes.

H.8 Handwritten Revisions

Handwritten revisions made to this Agreement which are not initialed and dated by CompHealth will be deemed to have been rejected.

The Parties acknowledge by their signatures below that they have read, understand and agree to the foregoing All Inclusive Service Agreement for Temporary Healthcare Professional Coverage. By signature below, the undersigned represents that he or she has authority to bind his or her respective Party to the foregoing.

OXNARD SCHOOL DISTRICT

By: Lisa Q. Franz

Title: Director, Purchasing

Date: 8-21-2020

Printed Name: Lisa A. Franz

95-6002318
Federal Tax I.D. # or Social Security #

COMPHEALTH MEDICAL STAFFING

By: Andrea Siska

Title: Manager of Administration

Date: 8/31/2020

Printed Name: Andrea Siska

©Copyright 2014 CHG Management, Inc.

CompHealth.

Megan Gillis
2900 Charlevoix Dr SE Suite 200
Grand Rapids, MI 49546
(800) 634-9582 x 5015 (toll-free) / (616) 975-5015 (office) / (616) 635-3656 (cell)

7/17/20

Christy Garibay
Oxnard School District
1051 South A Street
Oxnard, CA 93030

RE: Rate Request for 2020 - 2021 School Year

Ms. Garibay:

Per your request, here are the requested rate ranges we are proposing for the Florence Unified School District 2020 - 2021 school year. The rates presented reflect the current housing costs in the area, experience of the Provider, and are based on 40 hours per week. The rates are flexible if your standard week falls below the standard 40! Please let me know if you have any questions!

| | |
|----------|-------------|
| OT | \$72-\$76 |
| PT | \$72-\$76 |
| SLP | \$76 - \$80 |
| COTA/PTA | \$68 |

I look forward to hearing from you if we can be of assistance.

Thank You!

Megan Gillis
Client Representative, Schools-Based Opportunities



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

11/1/2020

7/17/2020

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 LOCKTON COMPANIES 444 W. 47TH STREET, SUITE 900 KANSAS CITY MO 64112-1906 (816) 960-9000 | | CONTACT NAME: _____ PHONE (A/C, No, Ext): _____ E-MAIL ADDRESS: _____ FAX (A/C, No): _____ | | | | | | | | | | | | | | | |
|--|--------|--|--|-------------------------------|--------|---|-------|--|-------|-------------|--|-------------|--|-------------|--|-------------|--|
| INSURED 1471228 CHG HEALTHCARE SERVICES, INC., CHG COMPANIES, INC CHG MEDICAL STAFFING, INC. DBA COMPHEALTH MEDICAL STAFFING 7259 S. BINGHAM JUNCTION BOULEVARD MIDVALE UT 84047 | | <table border="1"> <thead> <tr> <th>INSURER(S) AFFORDING COVERAGE</th> <th>NAIC #</th> </tr> </thead> <tbody> <tr> <td>INSURER A : Travelers Property Casualty Co of America</td> <td>25674</td> </tr> <tr> <td>INSURER B : The Charter Oak Fire Insurance Company</td> <td>25615</td> </tr> <tr> <td>INSURER C :</td> <td></td> </tr> <tr> <td>INSURER D :</td> <td></td> </tr> <tr> <td>INSURER E :</td> <td></td> </tr> <tr> <td>INSURER F :</td> <td></td> </tr> </tbody> </table> | | INSURER(S) AFFORDING COVERAGE | NAIC # | INSURER A : Travelers Property Casualty Co of America | 25674 | INSURER B : The Charter Oak Fire Insurance Company | 25615 | INSURER C : | | INSURER D : | | INSURER E : | | INSURER F : | |
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| INSURER E : | | | | | | | | | | | | | | | | | |
| INSURER F : | | | | | | | | | | | | | | | | | |

COVERAGES **CERTIFICATE NUMBER:** 16867765 **REVISION NUMBER:** XXXXXXXX

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 YWVD | 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 | | | NOT APPLICABLE | | | EACH OCCURRENCE \$ XXXXXXXX DAMAGE TO RENTED PREMISES (EA occurrence) \$ XXXXXXXX MED EXP (Any one person) \$ XXXXXXXX PERSONAL & ADV INJURY \$ XXXXXXXX GENERAL AGGREGATE \$ XXXXXXXX PRODUCTS - COMP/OP AGG \$ XXXXXXXX \$ |
| | 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 <input type="checkbox"/> AUTOS ONLY | | | NOT APPLICABLE | | | COMBINED SINGLE LIMIT (EA accident) \$ XXXXXXXX BODILY INJURY (Per person) \$ XXXXXXXX BODILY INJURY (Per accident) \$ XXXXXXXX PROPERTY DAMAGE (Per accident) \$ XXXXXXXX \$ XXXXXXXX |
| | UMBRELLA LIAB EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input type="checkbox"/> RETENTIONS | | | NOT APPLICABLE | | | EACH OCCURRENCE \$ XXXXXXXX AGGREGATE \$ XXXXXXXX \$ XXXXXXXX |
| A B | WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below | Y/N <input checked="" type="checkbox"/> N | N/A | See Below* See Below** | 11/1/2019 11/1/2019 | 11/1/2020 11/1/2020 | <input checked="" type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E L EACH ACCIDENT \$ 1,000,000 E L DISEASE - EA EMPLOYEE \$ 1,000,000 F L DISEASE - POLICY LIMIT \$ 1,000,000 |

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

Workers compensation coverage only applies to employees of the named insured. Workers Compensation Policy Numbers: TRJUB-487D6554-19(AZ, MA & WI); TC20UB-487D6308-19(Other States)

CERTIFICATE HOLDER

16867765
 Oxnard School District
 1051 South A St.
 Oxnard CA 93030

CANCELLATION

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

Joseph M. Agnello

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OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 4, 2020

Agenda Section: Section C: Special Education Agreement

Ratification of Amendment #1 to Agreement #20-70 – Advanced Medical Personnel Services Inc. (DeGenna/Edwards)

At the Board Meeting of September 16, 2020, the Board of Trustees ratified Agreement #20-70 with Advanced Medical Personnel Services, Inc., in the amount of \$140,000.00, to provide supplemental staffing to the Oxnard School District on an “as needed” basis for the Special Education Department for fiscal year 2020-2021.

Amendment # 1, in the amount of \$460,000.00, will increase the amount of staffing available to support the additional assessments to be completed in response of COVID-19, for a new total agreement amount of \$600,000.00.

FISCAL IMPACT:

Not to exceed \$460,000.00 (per the hourly rate sheet attached) - Special Education Funds

RECOMMENDATION:

It is recommended by the Director, Special Education Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Amendment #1 to Agreement #20-70 with Advanced Medical Personnel Services Inc.

ADDITIONAL MATERIALS:

Attached: [Amendment #1 \(1 Page\)](#)
[Agreement #20-70, Advanced Medical Personnel Svcs Inc. \(11 Pages\)](#)

**Amendment #1 to Agreement #20-70 between
Advanced Medical Personnel Services Inc. and Oxnard School District
November 4, 2020**

At the Board Meeting of September 16, 2020, the Board of Trustees ratified Agreement #20-70 with Advanced Medical Personnel Services, Inc., in the amount of \$140,000.00, to provide supplemental staffing to the Oxnard School District on an “as needed” basis for the Special Education Department for fiscal year 2020-2021.

Amendment # 1, in the amount of \$460,000.00, will increase the amount of staffing available to support the additional assessments to be completed in response of COVID-19, for a new total agreement amount of \$600,000.00.

Advanced Medical Personnel Services, Inc.:

By: _____
Heather Foglesong, Director of Sales Ops.

Date: _____

OXNARD SCHOOL DISTRICT

By: _____
Lisa A. Franz, Director. Purchasing

Date: _____

 COPY

OSD AGREEMENT #20-70



Supplemental Staffing Agreement

This Supplemental Staffing Agreement ("Agreement") is entered into as of the 1st day of August, 2020 ("Effective Date") between Advanced Medical Personnel Services, LLC. (d/b/a, Advanced Travel Therapy, Advanced Travel Nursing, Advanced School Staffing, Advanced Teletherapy), a Delaware company (hereinafter "Advanced") and Oxnard School District (hereinafter "District").

WHEREAS, District provides or arranges for the provision of healthcare and educational services to students and employees;

WHEREAS, Advanced employs healthcare professionals ("HCP" or "HCPs") to provide healthcare and educational services (the "Services") on an independent contract basis to healthcare providers;

WHEREAS, District desires Services at its facilities and Advanced desires to provide the Services in accordance with the terms of this Agreement; and

WHEREAS, it is contemplated by and between the Parties that this Agreement will set forth the basic understanding of the Parties, and that the Parties will be able to add additional Addenda to this Agreement in the future by written agreement between the Parties.

NOW, THEREFORE, in consideration of the mutual covenants and promises set forth herein, and other good and valuable consideration, it is mutually covenanted and agreed by and between the parties hereto as follows:

A. Engagement:

1. District hereby retains and engages Advanced to provide the Services to District at its facilities ("Facilities").

B. Obligations of Advanced:

1. Advanced shall provide HCPs determined to meet minimum requirements and qualifications ("Job Qualifications") of job vacancy requisitions ("Requisitions") on an as-available, as-needed basis to District. Advanced will make available to District qualified staff, including, but not limited to, Speech Language Pathologists, Occupational Therapists, Physical Therapists, Behavioral Specialists, Assistant Therapists (SLPA/COTA/PTA), School Psychologists ("Therapist") and School Nurses to provide supplemental healthcare support and education services ("Services") to Partner students ("Students") with identified or suspected educational or disability special needs.



2. Each HCP assigned to District will possess: (a) experience and qualifications at least equivalent to the Job Qualifications; (b) current BLS certification and other certifications as required; (c) valid professional license in state of practice, as applicable; (d) current physical examination, including proof of Hepatitis B vaccination or declination, and PPD or negative Chest X-Ray; (e) criminal background check; (f) drug testing. Advanced will provide the above documentation to District during the Quality Assurance process, in addition to other specific requirements as identified by the District.

3. HCPs reporting to a local contract or travel assignment ("Assignment") for the first time shall report to District's Human Resources Department, or Special Education Department, and provide a picture ID evidencing their identity.

4. HCPs accepted by District for Assignment will be employed by Advanced and Advanced will have sole and exclusive responsibility for the payment of wages and applicable payroll taxes for Services performed.

5. All HCPs will be W-2 employees of Advanced, and Advanced will be solely responsible for payroll, benefits, insurance and all employer-employee matters

6. Advanced shall provide professional liability insurance in limits of not less than \$2,000,000 per occurrence and \$4,000,000 in aggregate, and worker's compensation insurance as required by state law. Additionally, Advanced will carry general liability in the amount of \$1,000,000 per occurrence and \$3,000,000 in aggregate.

7. Advanced will use its best efforts to recruit qualified Clinicians to staff District's facility(ies) from Agency and/or Agency's direct and indirect subsidiaries in accordance with District's specifications.

8. Advanced will comply with all applicable federal and state laws and regulations regarding the confidential and secure treatment of Personally Identifiable Information (PII) and Personal Health Information (PHI). Compliance includes but is not limited to: HIPPA; FERPA; PPRA; COPPA; IDEA.

9. Prior to providing Services, each HCP shall receive orientation to Advanced policies and procedures, safety, infection control, rights of patients and cultural diversity and sensitivity.

10. Advanced shall assign an Account Manager to act as the primary contact between Advanced and District. The Account Manager will engage with unit managers to understand screening requirement, perform interview scheduling and other relationship management tasks required to ensure a high level of performance.

11. HCPs are required to report to Advanced any occurrence or incident outside routine events that have caused or might cause injury or loss to a patient, employee or visitor, or have resulted in damage to Advanced or District property. These types of incidents and all safety and health violations must be reported and are logged and reviewed pursuant to the Advanced incident reporting policy. Advanced will notify and, where



appropriate, will work with District to mitigate the potential for incidents to reoccur. Incidents deemed "sentinel events" as defined by the Joint Commission ("JCAHO") would be addressed pursuant to Joint Commission protocol.

C. Obligations of District:

1. District will provide Advanced with Requisitions defining the Job Qualifications of each vacancy District wishes to fill. District will be responsible to confirm through phone interview, and any other competency evaluation methods District chooses to employ, that HCP meets the Job Qualifications and is accepted for Assignment(s).

2. District shall endeavor to request HCPs for Assignment at least fourteen (14) days prior to Assignment commencement.

3. District will provide HCPs on Assignment with orientation to District policies, the relevant work setting and any program-specific policies and procedures.

4. District has the right to cancel an Assignment without penalty up to seven (7) days prior to Assignment commencement. District will pay Advanced an early cancellation fee equal to thirty-seven and a half (37.5) hours at the regular hourly bill rate if an approved assignment is canceled less than seven (7) days of the start date.

5. District retains the right to reassign or dismiss any HCP for cause. Cause shall be defined as an HCP deemed in the professional judgment of District to be: (a) incapable of performing the duties and responsibilities of the position; (b) excessively absent; (c) insubordinate; (d) found to be engaging in substance abuse; (e) engaging in unprofessional conduct or neglect of duty; (f) in violation of District rules, regulations or policies; (g) debarred from providing services under any regulation or state or federal program. District shall immediately notify Advanced of its intent to dismiss or reassign an HCP for cause and provide written notice outlining the circumstance leading to the action. In the event District dismisses an HCP for cause, District shall be obligated to pay Advanced only for hours worked by the HCP prior to dismissal. Advanced will use its best efforts to provide a replacement HCP, should District desire a replacement, within two (2) weeks of notification.

6. District shall complete and execute a Facility Assignment Confirmation form ("Confirmation Form") for each HCP accepted by District for an Assignment. Confirmation Form shall reference the incorporation of the terms of this Agreement, including the name of each accepted HCP, start and end date of Assignment, unit, shift, expected hours per workweek, billing rate(s) to District and authorization of any additional costs, fees or compensation above those listed in the Fee Schedule attached hereto as Exhibit A. Confirmation Form may also include other requested services or terms to which Advanced and District agree.

7. District guarantees each Assignment a minimum number of regular work hours per workweek (the "Expected Minimum Work Hours"). District agrees to guarantee 32 hours per week. District guarantees



each Assignment the Expected Minimum Work Hours whether or not HCP is actually utilized by District for said period. District will compensate Advanced for each Assignment at either the actual hours worked or the Expected Minimum Work Hours, whichever is greater.

8. Should District wish to dismiss a HCP for reasons other than cause, such as a change in student population or other reasons not related to performance, District agrees to provide thirty (30) day notice to Advanced. If District does not provide thirty (30) day notice, District agrees to pay Advanced thirty (30) days of the Expected Minimum Work Hours at the Assignment regular bill rate.

9. Flipping. A HCP submitted to District for acceptance may not be contracted through another agency, or hired directly by District, if the Advanced was first to submit the HCP for review. Furthermore, a parent, subsidiary, successor, assignee or partner of District, or any customer of District, may not utilize the services of HCP, unless it is through agreement with Advanced (either this Agreement or another substantially similar agreement), or as further provided hereunder.

10. District agrees not to engage, solicit, entice or attempt to hire (other than by or through this Agreement) any HCP until one (1) year after the start date of the HCP's first Assignment. If District wishes to hire a HCP within the one (1) year blackout period, District agrees to pay the applicable conversion fee as defined in Exhibit A attached hereto.

11. District will comply with all applicable federal and state laws and regulations regarding the confidential and secure treatment of Personally Identifiable Information (PII) and Personal Health Information (PHI). Compliance includes but is not limited to: HIPPA; FERPA; PPRRA; COPPA; IDEA.

12. District agrees to designate a member of its staff who will act as a coordinator for HCPs and will ensure HCPs are oriented to all applicable policies and procedures, code of conduct and safety requirements. District also agrees to provide an orientation period adequate for the specialty and competency for each Assignment, which will be considered part of the Expected Minimum Work Hours.

13. District shall only float or re-assign HCP to a student caseload or different school other than the student caseload or school HCP was originally assigned to, if HCP is determined qualified and competent to work in the alternate student caseload or different school. District agrees to provide HCP with orientation to the new student caseload or school appropriate to the HCP's qualifications and experience. District agrees to notify Advanced in writing if HCP is to be permanently re-assigned to a different school or student caseload other than the student caseload or school HCP was originally assigned to.

14. District agrees at all times to provide HCP a safe and suitable work environment which complies with all applicable federal, state, HIPAA and local workplace rules and regulations.

15. District will notify Advanced immediately in the event District becomes aware of any work-related injury to HCP, occupational exposure, safety hazard event, or "sentinel event" involving an HCP. At the



request of Advanced, District will cooperate with administration of treatment/care, and/or incident investigation and reporting. District shall provide written documentation to Advanced.

16. Exclusivity. Until such time, if any, that this Agreement is terminated pursuant to the terms of this Agreement, District grants Advanced the exclusive right to provide Therapy services to Partner, and its affiliates and subsidiaries, upon the terms as set forth in this Agreement.

D. Preferred Vendor Status:

1. Advanced shall have "Preferred Vendor" status. Under such status to assist District with obtaining Clinicians, Advanced shall be given ten (10) business days to fill all new orders prior to such order being sent to any other vendor. If Advanced has not identified an acceptable Clinician during the ten (10) business day period, District may send the order to other vendors. If District makes any changes to an order that has been submitted to other vendors, Agency shall be given two (2) business days to fill such revised order before the revised order is sent to any other vendor.

E. Compensation:

1. Advanced shall invoice District weekly according to the Fee Schedule, plus all applicable state and local taxes. Payment for invoices shall be due no later than thirty (30) days from the invoice date (Net30). A finance charge of one and one-half percent (1.5 %) per month shall be added to balances outstanding for thirty (30) days or more.

2. District agrees to pay all reasonable attorney's fees and other costs and expenses that may be incurred by Advanced to collect amounts past due for performance of Services or to enforce any other obligation under this Agreement.

F. Term and Termination:

1. The term of this Agreement shall commence on the Effective Date, and shall continue for a period of one (1) year, subject to earlier termination of this Agreement as provided for herein. Thereafter, this contract may be renewed on an annual basis with a new agreement.

2. Either party may terminate this Agreement without cause upon notice of no less than sixty (60) days. Notice shall be in writing and sent via certified mail.

3. Termination of this Agreement for any reason whatsoever shall not affect an approved Assignment hereunder. Notwithstanding the termination of this Agreement, any HCP who has started an Assignment or is confirmed to begin an Assignment shall complete such Assignment with District through the Initial Contract Period, or such applicable longer period, and District shall continue to compensate for the services of HCP according to the terms of this Agreement.



G. Miscellaneous:

1. Neither party shall have the right to assign this Agreement or any of the rights or obligations under this Agreement without the prior written consent of the other party hereto.

2. The terms, covenants, conditions, provisions and agreements herein contained shall be binding on, and inure to the benefit of the parties hereto, their successors and permitted assignees.

3. The Agreement shall be subject to and governed by the laws of the State of Colorado. The venue for any legal action or proceeding will be Broomfield County, Colorado.

4. In performing the services herein specified, both Advanced and each HCP is acting as an independent contractor and shall not be considered an employee of District. In no event shall this Agreement be construed as establishing a partnership or joint venture or similar relationship between the parties hereto, and nothing herein contained shall be construed to authorize either party to act as agent for the other. Advanced and each HCP shall be responsible for their own debts, obligations, acts and omissions, including the payment of all withholding, social security and other taxes and benefits. As an independent contractor, Advanced and/or each HCP is responsible for filing such tax returns as may be required by law or regulations.

5. Neither party to this Agreement will make any commitments nor incur any charges or expenses for, or in the name of, the other party, nor be considered the agent, partner, joint venture, employer, fiduciary or employee of the other party. The provisions set forth in this Section shall survive expiration or other termination of this Agreement, regardless of the cause of such termination.

6. Each party ("Indemnifying Party") shall indemnify, defend and hold harmless the other party and such other party's officers, directors, employees, agents and contractors (the "Indemnified Parties") from and against any and all liability, claims, losses, costs, judgments, penalties, fines, damages and expenses directly arising from the negligent acts or omissions of the Indemnifying Party, its officers, directors, agents, employees or contractors.

7. In compliance with federal law, including the provisions of Title IX of the Education Amendments of 1972, Sections 503 and 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990, as well as state and local laws regulations, the parties hereto will not discriminate on the basis of race, sex, religion, color, national or ethnic origin, age disability, sexual orientation or military service.

8. Advanced strictly follows all state wage & hour laws, include mandatory meal and rest breaks. District agrees that all state wage & hour laws are applicable and will be enforced for Advanced employees on assignment.



9. This Agreement may not be changed or modified except by written agreement executed by both parties. Notices shall be hand delivered by courier service or mailed by registered or certified mail, return receipt requested, addressed to:

| | |
|--|------------------------|
| Advanced: | District: |
| ADVANCED MEDICAL PERSONNEL SERVICES, LLC | Oxnard School District |
| 5535 S. Williamson Blvd., Suite 774 | 1051 South A Street |
| Port Orange, FL 32128 | Oxnard, CA, 93030 |

10. Either party's failure to enforce, or the delay by either party in enforcing, any of the provisions, rights or remedies hereunder shall not constitute a continuous waiver or modification of such provision, right or remedy, or a waiver or modification of any other provision, right or remedy hereunder.

11. The headings contained here are for convenience reference only and shall not modify, define, limit or expand the expressed provisions of this Agreement.

12. In connection with the execution of this Agreement, the parties hereto agree that all matters relating to this Agreement are strictly confidential and that no such party shall disclose or disseminate any information concerning any term or terms of this Agreement to any third person or persons, except as set forth herein. Any such disclosure or dissemination shall be regarded as a breach of this Agreement and cause of action shall immediately accrue for damages. Disclosures made to legal and financial advisors to the extend reasonably necessary to obtain their counsel in connection with this Agreement, as long as those third parties agree to be bound by the confidentiality obligations contained herein, shall be permitted.

13. Advanced agrees to make available to the Secretary of Health and Human Services, the Comptroller General of the Government Accounting Office, District and each of their representatives, all contracts, books, documents and records that are necessary to certify the nature and extent of costs hereunder for a period of four (4) years after furnishing of services pursuant to this Agreement in the event compensation to Advanced exceeds \$10,000 per year.

14. This Agreement contains the entire Agreement between the parties hereto, and no representations or agreements, oral or otherwise, between the parties not embodied herein or attached hereto shall be of any force or effect. Any additions or amendments to this Agreement subsequent hereto shall be of no force or effect unless in writing and signed by the parties hereto. This Agreement may be executed in counterparts, each of which shall be deemed and original and all of which shall constitute a single agreement.



H. Measures to Prevent Loss of Services:

In the event that a state or local order closes one or more District facilities, the District has the following options to prevent an Advanced Employee assigned to the District from being unavailable when the District reopens its facility:

- (a) Continue to pay each Advanced Employee assigned to the facility for all previously scheduled time, as set forth in the most recent [confirmation document], during the period of time that the facility where the Advanced Employee is assigned is closed; or
- (b) Allow each Advanced Employee assigned to the facility to provide services utilizing the Advanced telehealth platform Televate or District’s preferred distance learning platform. The Advanced Employee will continue to provide services as set forth in the most recent [confirmation document].

If District elects to terminate any assignments as the result of a closure, standard termination provisions apply. If District terminates the assignment of any Advanced Employee, Advanced cannot guarantee that the Advanced Employee will be available when District reopens its facility.

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the day and year first written above.

Advanced Medical Personnel Services, LLC.

Oxnard School District

Signed Heather Foglesong

Signed Lisa A. Franz

Name Heather Foglesong

Name Lisa A. Franz

Title Dir of Sales Ops

Title Director, Purchasing

Date 9/24/2020

Date 9-18-2020

ADDENDUM TO CONTRACT

- Advanced requires an annual skills checklist to be completed by all clinicians for assessment purposes. If a competency exam is required, it will be provided by Advanced.
- Re-assignment of staff to different facilities or assignments requires notification so that Advanced can ensure the clinician is appropriately credentialed and suited for the new placement.
- Incidents, complaints, errors and sentinel events must be communicated with Advanced (Director of Operations) within 24 hours of the occurrence. All reported issues will be investigated immediately and thoroughly by Advanced. Resolution information will be documented appropriately and disseminated to all required persons.
- Clinicians placed on assignment will require full orientation of the facility, by facility staff, prior to treating patients.
- Any District, facility or employee that has a concern about the quality and safety of patient care provided by Advanced Medical, which has not been addressed by Advanced Medical's management, is encouraged to contact the Joint Commission at www.jointcommission.org or by calling the Office of Quality Monitoring at 630.792.5636.

Advanced Medical Personnel Services, LLC.
5535 S. Williamson Blvd, Suite 774, Port Orange, FL 32128
Phone 888-756-0605 ~ Fax 866.426.2811 www.GoWithAdvanced.com

EXHIBIT A

1. Billing Rates & Terms

REGULAR BILL RATES

| Classification | Regular Rate Range |
|---|--------------------|
| Speech Language Pathologist | \$75-\$85 p/hr |
| Occupational Therapist | \$75-\$85 p/hr |
| Physical Therapist | \$75-\$85 p/hr |
| Bilingual SLP, OT, PT | \$80-\$90 p/hr |
| Speech Language Pathology Assistant (SLPA) | \$65-\$75 p/hr |
| Certified Occupational Therapy Assistant (COTA) | \$65-\$75 p/hr |
| Physical Therapy Assistant (PTA) | \$65-\$75 p/hr |
| Clinical Fellow with Advanced Supervision (CF) | \$75-\$80 p/hr |
| School Psychologist (LSSP) | \$85-\$105 p/hr |
| Board Certified Behavioral Analyst (BCBA) | \$75-\$90 p/hr |
| School Nurse (RN, LPN) | \$70-\$80 p/hr |

OVERTIME THRESHOLDS

| 8 Hr. Shift | Billing Rate |
|-------------|--------------|
| 1 – 8 hrs. | Regular |

| Weekly Hours Worked (8, 10, 12 hr. shifts) | Billing Rate |
|---|-----------------------|
| 1 – 40 hrs. | Regular ³ |
| 40+ hrs. | Overtime ³ |

Rate Range Definition

Company will present all HCP candidates with a predetermined rate, hours/schedule and cancellation notice timeframe that is tailored to District's request. Rates are all-inclusive and will cover housing, health insurance, workers compensation, general and professional liability, payroll taxes and travel expenses to and from the job assignment location. Full season contracts are 42 weeks in length and range from 35 to 40 hours per week. Hours and contract length may be pre-negotiated based on your individual facility needs.

1. Overtime, holidays and call-back hours are billed at 1.5 x the applicable Regular Rate.
2. Holidays and designated school closure days are defined as New Year's Day, Memorial Day, Fourth of July, Labor Day, Thanksgiving Day, Christmas Day, and all other holidays regularly observed by District.
3. Advanced strictly follows State and W&H Laws, specifically on the determination of compensable OT hours worked.



Conversion Fees

An HCP accepted by District for a job assignment and hired to work staff for District within the following periods will incur a conversion fee.

| Classification | After Year 1 | After Year 2 |
|--|--------------------------|--------------------------|
| Physical Therapist, Occupational Therapist, Speech Language Pathologist, Physical Therapy Assistant (PTA), Certified Occupational Therapy Assistant (COTA), Speech Language Pathology Assistant (SLPA), School Psychologist, Board Certified Behavioral Analyst and School Nurse | 15% of annualized Salary | 10% of annualized Salary |

IN WITNESS WHEREOF, the undersigned have executed this Agreement as of the day and year first written above.

Advanced Medical Personnel Services, LLC.

Oxnard School District

Sign Heather Foglesong

Sign Lisa A. Franz

Name Heather Foglesong

Name Lisa A. Franz

Title Dir Sales Ops

Title Director, Purchasing

Date 9/24/2020

Date 9-18-2020

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 4, 2020

Agenda Section: Section C: Special Education Agreement

Ratification of Agreement #20-85 with Ventura County Office of Education, Paraeducator Services, SCP (DeGenna/Edwards)

It is recommended that the Board of Trustees ratify Agreement #20-85 with Ventura County Office of Education (VCOE) for the 2020-2021 school year, to provide exceptional services to special education student #NM100105 that consist of support from Special Circumstances Paraeducators (SCPs), including Extended School Year.

FISCAL IMPACT:

\$32,803.06 – Special Education Funds

RECOMMENDATION:

It is the recommendation of the Director, Special Education, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement #20-85 with VCOE for Paraeducator services in the amount not to exceed \$32,803.06.

ADDITIONAL MATERIALS:

Attached: [Agreement #20-85, Ventura County Office of Education \(1 Page\)](#)



AGREEMENT

For Paraeducator Performing Special Circumstance Educational Support

This Agreement, effective **August 24, 2020** is made by and between the Ventura County Office of Education, hereinafter referred to as SUPERINTENDENT, and the **Oxnard School District**, hereinafter referred to as DISTRICT.

1. This agreement pertains to providing exceptional service(s) for, NM100105, a Special Education pupil who is a resident of DISTRICT and currently attends Triton Academy, a special education program operated by SUPERINTENDENT.
2. SUPERINTENDENT agrees to provide for the exceptional service(s) of such Special Education pupil as authorized by DISTRICT or its designee and agreed to by SUPERINTENDENT.
3. DISTRICT shall reimburse SUPERINTENDENT the actual cost of providing the exceptional service plus the state approved indirect cost rate of SUPERINTENDENT.

Authorized exceptional service(s) shall consist of Paraeducator performing special circumstance support throughout the school day for 1,944 minutes weekly.

4. DISTRICT acknowledges that certain types of expenses will continue to accrue during periods of student's absence from school, including but not limited to salary and benefits of staff providing the exceptional service(s). DISTRICT further acknowledges that if the exceptional service(s) includes the service(s) of SUPERINTENDENT's employee(s), 45 days' notice is required to layoff an employee for lack of work. Therefore, in the event the student unexpectedly leaves SUPERINTENDENT's program, SUPERINTENDENT will make every attempt to re-assign any staff involved in providing the exceptional service(s); however, if that is not possible, DISTRICT will reimburse SUPERINTENDENT for expense incurred throughout the layoff notice period.
5. DISTRICT does hereby agree to defend, indemnify and hold harmless the SUPERINTENDENT, the Ventura County Board of Education, and its officers, and employees from any and all claims, demands, liabilities, expenses (including attorneys' fees and costs of defense) arising as a result of SUPERINTENDENT's obligations under this agreement. However, this indemnification shall not apply if it is ultimately adjudicated that such claim, demand, liability or expense arose out of the sole negligence of the SUPERINTENDENT.
6. The term of this contract shall begin 8/24/2020 (IEP date~1/23/2020) and continue thereafter on a continuing basis until the IEP of said student is modified or until student's district of residence changes.

| | | |
|--|--|----------------------------|
| FISCAL YEAR-based on IEP date: (including ESY, if applicable) | CURRENT: <u>2020-2021</u> <u>8/24/2020-3/5/2021</u> | UPCOMING: <u>2021-2022</u> |
| ESTIMATED COSTS: | \$ <u>32,803.06</u> | \$ _____ |

It shall be the responsibility of DISTRICT to notify SUPERINTENDENT of any change in district of residence or change in the IEP that would affect this contract.

IN WITNESS WHEREOF, the parties hereto have executed this agreement:

OXNARD SCHOOL DISTRICT

VENTURA COUNTY OFFICE OF EDUCATION

Signature (DOR Authorized Representative)

Accepted By: _____
Special Education Authorized Representative

Title: Director, Purchasing

Approved By: _____
VCOE Business Services Authorized Representative

Date: _____

Date: _____

Estimated Cost \$ 32,803.06

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 4, 2020

Agenda Section: Section C: Academic Agreement

**Ratification of Agreement/MOU #20-90 – 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 2020-2021 school year.

FISCAL IMPACT:

Title III Allocation to Santa Clara Elementary School - \$2,756.86

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #20-90 with Santa Clara Elementary School.

ADDITIONAL MATERIALS:

Attached: [Agreement-MOU #20-90, Santa Clara Elementary School \(2 Pages\)](#)



OXNARD SCHOOL DISTRICT

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

Memorandum of Understanding #20-90 ESEA Title III

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

2020-2021 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 2020-2021 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, EL (47) were identified on September 25, 2020, from a survey sent to parents who returned the 117 applications. STAR Testing results from the last testing in January 30, 2020, and the first test (September 9/10, 2020, distance learning) in Early Literacy were used in identifying students type of readers (Early emergent, late emergent, transitional, and probable readers for TK-3). Since this is a COVID-19 year, the use of our on-line Reading Street Reading program as well as workbook pages for phonics, vocabulary, groupings on Zoom using "Hooked On Phonics" to supplement sound acquisition, the "Fluency First" program to build reading and comprehension skills, and the STAR Assessments, Math & Literacy Focus Skills, and STAR instructional strategies, along with the benchmarks will be used by all teachers to determine the processes needed to assist our EL students. Teachers will also use on-line platforms of See Saw, Flip Grid, Epic, You Tube, and Zoom to interact with the students, parents, and help them to focus on their particular skills.

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**. **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:

We will be contacting parents on the home language use and need to help with the English speaking at home. The Language Arts Reading program supports from grade levels – Reading Street, Reading Street Common Core On-line, Daily 5 strategies use in the primary grades as well as using "Hooked On Phonics" strategies and the use of supplemental phonics resources, with the on-line IXL Language Arts for practice to support our students. We are also seeking teacher in-service professional development classes for on-line methods/strategies/practice ideas through the Archdiocese and webinars to meet the needs of our students and to promote teachers resources as hard copies or on-line resources to add to the curriculum.

Oxnard School District will provide the following: a series of research-based professional development workshops for teachers to attend virtually or apply on-line tutorial webinars for use of the Renaissance development in-services.

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

- (a) The primary language literature was ordered, delivered, and is in use for the 2020-2021 school year from Savvas Pearson Publishing-Reading Street California/Common Core TK-5th grade with on-line support, Pearson Common Core Literature 6-8, and Rosa, Sonrisas, Spanish for Kids Program K-5. This is also an on-line program so the students can actually hear correct usage and pronunciation for practice.
- (b) A series of professional development workshops on effective ELD instructional strategies were provided to all teachers serving EL students during the 2019-2020 school year with emphasis to focus on Core Instructional Practices, identifying the major skills needed for academic subject content in preparing lesson plans for the academic year. In-services were provided through the Archdiocese of Los Angeles.

Section 5: How will the services be assessed to improve the program?

Representatives of **Oxnard School District** and **Santa Clara Elementary School** shall meet in April/May of the 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. Dotty Masa

Phone No: 805-483-6935

Signature: _____

Date: September 28, 2020

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 4, 2020

Agenda Section: Section C: Academic Agreement

Ratification of Agreement/MOU #20-91 – 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 2020-2021 school year.

FISCAL IMPACT:

Title III Allocation to St. Anthony’s School - \$3,167.46

RECOMMENDATION:

It is the recommendation of the Director, Curriculum, Instruction & Accountability, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement/MOU #20-91 with St. Anthony’s School.

ADDITIONAL MATERIALS:

Attached: [Agreement-MOU #20-91, St. Anthony's School \(2 Pages\)](#)



OXNARD SCHOOL DISTRICT

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

Memorandum of Understanding #20-91 ESEA Title III

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

2020-2021 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 2020-2021 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, 20 ELs were identified on September 28, 2020.

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 October 15, 2020 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 on Winter

2020. Professional development activities will take place at Oxnard School District or Ventura County Office of Education.

Section 5: How will the services be assessed to improve the program?

Representatives of **Oxnard School District** and **St. Anthony's School** shall meet in April/May of the 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 4, 2020

Agenda Section: Section C: Support Services Agreement

Ratification of Agreement/MOU #20-94, WestEd (DeGenna/Ridge)

WestEd will collect the California Healthy Kids Surveys to be taken by Oxnard School District 8th grade students during the period of December 7, 2020 through December 17, 2020, and compile reports on the findings by school and district.

Term of Agreement/MOU: September 21, 2020 through August 31, 2021

FISCAL IMPACT:

Services for 2019-2020 FY were covered by the Ventura County Office of Education via the TUPE Grant, but said services were delayed due to COVID-19.

The service Fee for 2020-2021 FY is \$4,555.20 and will be covered by the credit from those unused services.

RECOMMENDATION:

It is the recommendation of the Director, Pupil Services, and the Assistant Superintendent, Educational Services, that the Board of Trustees ratify Agreement/MOU #20-94 with WestEd.

ADDITIONAL MATERIALS:

Attached: [Agreement/MOU #20-94, WestEd \(6 Pages\)](#)
[Sales Quote-Invoice \(1 Page\)](#)



MEMORANDUM OF UNDERSTANDING · 2020/21 SCHOOL YEAR

DISTRICT NAME: Oxnard School District

This agreement outlines conditions to be met by the above named district (the “District”) and WestEd as they relate to access to and the administration of the California Healthy Kids Survey (CHKS), the California School Staff Survey (CSSS), and the California School Parent Survey (CSPS), which are part of the comprehensive CalSCHLS data system, developed by WestEd under contract with the California Department of Education (CDE). **Survey access will not be granted until a signed copy of this Memorandum of Understanding (MOU) is received.**

I. DISTRICT AGREES TO:

- **Coordination.** Provide one district–level contact person for each participating district.
- **Surveys.** Administer each CalSCHLS survey selected by District (CHKS, CSSS, and/or CSPS) according to the procedures in the CalSCHLS Administration Instructions. Ensure that each survey administered is the most recent version.
- **Data Submission and Report Preparation.** Notify CalSCHLS Regional Center staff upon completion of each survey administration per the guidelines provided at registration.

CALIFORNIA HEALTHY KIDS SURVEY (CHKS) ADMINISTRATION

- **Grades and Schools.** Survey Grades 3 through 12 as appropriate within the District. Provide current student enrollment figures for all schools by grade level.
- **Parent Consent.** Follow the active parental consent process with grades below seven, and passive parental consent with Grade 7 and above.
 - Follow written school board policy for active and/or passive consent and provide notification to parents of the approximate date(s) of survey administration and the availability of survey instruments for review at school and/or district offices. This is required regardless of consent type.
- **Privacy of Students.** Preserve respondent privacy and the confidentiality of the responses by ensuring that the room set-up prevents anyone from observing how the respondent is answering the survey questions and ensure that reasonable measures are taken to protect the responses after they are collected.
- **Assurance of Confidentiality Agreement.** Ensure that all teachers/proctors assigned to administer the survey sign the Assurance of Confidentiality Agreement and read the Introductory Script to students.
- **Response Rates.** Make best efforts to obtain a response rate of at least 70% of students in surveyed grades.

CALIFORNIA SCHOOL STAFF SURVEY (CSSS) ADMINISTRATION

- Ensure that all staff at participating schools have the opportunity to complete the online survey (CSSS) at each school and for each grade level.

CALIFORNIA SCHOOL PARENT SURVEY (CSPS) ADMINISTRATION

- Coordinate with CalSCHLS staff regarding the administration of online and paper parent survey materials.
- Administer the CSPA to all parents, guardians, or other caregivers of students in all grades and schools in the district.
- Each family (parent/guardian/caregiver) should complete only one survey per school regardless of number of children enrolled in that school.

PAYMENT

Six Thousand Seven Hundred Sixty Eight Dollars will be applied as a credit for the 20-21 administration. Make payment of all CalSCHLS fees, at the current rates for the applicable school year within thirty (30) days of completion of services and receipt of deliverables. See attached fee schedule for the 2020-2021 school year.

II. WESTED AGREES TO PROVIDE:

- Comprehensive technical assistance via email and phone.
- Access to the CHKS online system or master copies of the survey instrument with scantrons and materials.
- Access to the CSSS online system.
- Access to the CSPA online system and master copy of the survey instrument for paper administration.
- Access to the CalSCHLS System website (calschls.org).
- Access to the integrated CalSCHLS Administration Instructions on each of the survey websites, which shall cover the tasks that need to be performed in conducting the surveys, and provide step-by-step instructions to District staff with responsibility for coordinating the survey.
- Access to the CalSCHLS Administration PowerPoint presentation, which shall be posted on the CalSCHLS website.
- Monthly editions of the School Climate Connection Newsletter during the school year.
- Scanning and online services.
- **District-level reports within six to ten weeks after receipt of accurate and complete survey information and materials.**

III. ACCESS

Under the Public Records Act, any third-party (for example, the media) can request existing district reports from CDE. Raw data may be provided to public agencies and research agencies by request for analyses only after the requesting agency has executed an agreement with WestEd and/or CDE and has agreed to conditions of strict confidentiality in compliance with state and federal regulations including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR part 99), the California Information Practices Act (California Civil Code § 1798 et. seq.), and the Privacy Act of 1974, as amended (5 U.S.C. § 552).

CalSCHLS Regional Center staff post CalSCHLS reports (CHKS and CSSS) to the CalSCHLS System websites in November of the year following survey administration.

IV. CONFIDENTIALITY AGREEMENT

Districts agreeing to administer any of the CalSCHLS surveys (CHKS, CSSS, and CSPA), understand that data will be subject to the conditions stated above. Once produced, district-level reports will be available to outside agencies

via the website or upon request, and raw data may be provided to public and research agencies for analysis under strict conditions of confidentiality.

District further agrees to use the CalSCHLS surveys only for use in its own district, and only for so long as this MOU is in effect. Upon expiration or termination of this MOU, District agrees to return all CalSCHLS materials to WestEd or CDE.

V. GENERAL TERMS AND CONDITIONS

- a. Terms. This MOU is effective on September 1, 2020 and expires on August 31, 2021.
- b. Amendments. This MOU may be amended at any time by mutual agreement of the parties without additional consideration, provided that before any amendment shall take effect, it shall be in writing and signed by both parties.
- c. Severability. The provision of this MOU are severable and the unenforceability of any provision of this MOU shall not affect the enforceability of any other provision hereof.
- d. Limitation of Liability. Each party shall bear all costs, risk, and liabilities incurred by it arising out of its obligations and efforts under this MOU. Neither party shall have any right to reimbursement, payment or compensation of any kind from the other party, unless expressly agreed to in writing.
- e. Indemnification. District shall defend, indemnify, and hold WestEd, its officers, agents, and employees 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 MOU 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 resulting from the negligent or intentional acts or omissions of District, its officers, agents, or employees.

WestEd shall defend, indemnify, and hold District, its officers, agents, and employees 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 MOU 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 resulting from the negligent or intentional acts or omissions of WestEd, its officers, agents, or employees.

- f. Dispute resolution. District and WestEd shall exercise commercially reasonable efforts to settle any claim, controversy, or dispute (collectively, "Dispute") arising out of or relating to this MOU. The parties shall discuss any Dispute no later than thirty (30) days after either party gives written notice to the other party of a Dispute, including the legal and factual basis for such Dispute. No arbitration or other proceeding may be commenced before the parties have met pursuant to this provision. In the event that a Dispute cannot be resolved through good faith negotiations, the parties agree that such Dispute shall be finally settled through binding arbitration. The arbitration shall be administered by JAMS, in San Francisco, California, pursuant to its Comprehensive Arbitration Rules and Procedures. The decision of the arbitrator shall be final and conclusive upon the parties. Judgment on the award rendered by the arbitrators may be entered in any court having jurisdiction. Notwithstanding the foregoing, either party may seek injunctive or provisional relief to protect confidential information at any time.
- g. Assignment. District shall not voluntarily or by operation of law, assign or otherwise transfer its rights or obligations under this MOU without prior written consent from WestEd. Any purported assignment in violation of this paragraph shall be void.
- h. Execution. This MOU has been negotiated by all parties and shall not be strictly construed against the parties. This MOU may be executed in one or more original, electronic, or faxed counterparts, each of which shall be deemed an original, but all of which taken together shall constitute one and the same instrument. Each of the persons signing this MOU represents that he

or she has the authority to sign on behalf of and bind their respective party.

California Survey Administration Fees 2020-2021

All Fees Based on CDE Subsidized Rate

Questions? Call our toll-free CalSCHLS Helpline at 888.841.7536

❖ ❖ **New for 2019-2020** ❖ ❖

Password Protected Data Dashboard* – \$75 per eligible school

Districts may purchase a two-year subscription to a password protected, private data dashboard that displays up to six years of CalSCHLS data at the district-level and individual school level at the subsidized rate of \$75 per eligible school.

| | CHKS Student | CSSS Staff | CSPS Parent |
|--|-----------------|---------------|----------------|
| Survey Set-up Fee* – per survey type | \$150 | \$150 | \$150 |
| Enrollment Fee – per student enrolled | \$0.40 | | |
| Paper Processing Fee –per parent paper copy returned for processing | | | \$0.40 |
| Supplementary Modules – each supplemental module | \$100 | \$100 | \$100 |
| School Reports – per school | \$75 | \$75 | \$75 |
| School Climate Report Card – per eligible school | \$75 | | |
| District Climate Report Card – free if all eligible schools ordered | \$250 | | |
| County Climate Report Card | \$750 | | |
| District Raw Data – per data set | \$75 | \$75 | \$75 |
| County-Wide Raw Data – per data set | \$500 | \$500 | \$500 |
| County-Wide Report – per report | \$500 | \$500 | |

* If you are a district surveying less than 100 students, please contact your regional center for specific survey costs.

Custom Services

Custom Modules – \$200 development fee for every three questions or fraction thereof; \$100 subsequent use of same module (with no changes)

Custom Workshops – \$125 per hour (preparation, travel, and presentation time), plus travel expenses

Other Custom Requests – \$100 per hour

By signing this document, the named District and WestEd signify that each party, has reviewed, understands, agrees to, and will comply with the terms and conditions stated above.

District Representative:

WestEd Staff:

Signature

Lisa A. Franz, Director, Purchasing

Printed name

Date



school climate health & learning
 CALIFORNIA SURVEY SYSTEM

Sales Quote/Invoice 2021-[5672538]-01

Date: 10/7/20

Bill To:

Oxnard SD
 Liney Ochoa
 1051 South A. Street
 Oxnard 93030

Remit To:

WestEd
 Attn: WestEd Operating Account
 P. O. Box 399001
 San Francisco, CA 94139-9001

Email: mochoa@oxnardsd.org

Cost Code # : 7160.20.001

Phone #: 805-385-1501

| Item Description | Quantity | Unit Price | Amount |
|--------------------------------------|----------|------------|-------------------|
| CHKS Basic Administration: | | | |
| Secondary Enrollment X 40 Cents Each | 1763.00 | \$0.40 | \$705.20 |
| CHKS Survey Set Up Fee | 1.00 | \$150.00 | \$150.00 |
| CHKS Reporting: | | | |
| Supplemental Modules Administered | 1.00 | \$100.00 | \$100.00 |
| School Level Reports | 10.00 | \$75.00 | \$750.00 |
| CSPS Administration: | | | |
| CSPS Survey Set Up Fee | 1.00 | \$150.00 | \$150.00 |
| Parent School Level Reports | 17.00 | \$75.00 | \$1,275.00 |
| CSSS Administration: | | | |
| CSSS Survey Set Up Fee | 1.00 | \$150.00 | \$150.00 |
| Staff School Level Reports | 17.00 | \$75.00 | \$1,275.00 |
| Total Costs: | | | \$4,555.20 |
| CalSCHLS Credits: | | | |
| COVID Credit | | | (\$4,555.20) |
| Total Amount Due: | | | \$0.00 |

If you have questions about this quote, please email calschls@wested.org

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 4, 2020

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #20-96 – Cathy Williams (DeGenna/Prater)

Cathy Williams, Founder and Director of Youcubed.org at Stanford University, will provide TK-8 Mathematics professional development for OSD teachers. The professional development is research based for facilitating visual and conceptual mathematics with a Growth Mindset Mathematics Pedagogy. The professional development will be virtual, and will support teachers in how to continue facilitating conceptual math with their students virtually. This professional development aligns with our most recent LCAP (2019-20), the COVID-19 Learning Continuity Attendance Plan, and the OSD Goals for Mathematics Instruction. Services provided from October 27, 2020 through March 31, 2021.

FISCAL IMPACT:

Not to exceed \$15,000.00 – Low Performing Student Block Grant

RECOMMENDATION:

It is the recommendation of the Manager of Mathematics, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement #20-96 with Cathy Williams.

ADDITIONAL MATERIALS:

Attached: [Agreement #20-96, Cathy Williams \(1 Page\)](#)

Stanford

GRADUATE SCHOOL OF EDUCATION

CATHY WILLIAMS
PROFESSOR MATHEMATICS EDUCATION

Phone: (760) 443-5102
Fax: (650) 725 7412
Email: cathyw11@stanford.edu

Proposal for Professional Learning Plan with Oxnard School District

Services:

Fifteen 2-hour follow-up sessions:

Grades TK-1
10/27, 11/18, 2/2 4:00 - 6:00 PM

Grades 2-3
11/3, 12/2, 2/3 4:00 - 6:00 PM

Grades 4-5
11/10, 12/9, 2/17 4:00 - 6:00 PM

Grades 6-7
11/17, 12/16, 2/23 4:00 - 6:00 PM

Grade 8
12/1, 1/13, 3/2 4:00 - 6:00 PM

Compensation:

Individual consultant shall receive as compensation for all work and services to be performed herein, a fee of \$1,000 per 2 hour session for a total of \$15,000.

All checks payable to Cathy Williams

Catherine Ann Williams

Cathy Williams
Co-founder & Director, youcubed at Stanford
University
Mail checks to: 1225 Vienna Drive, space 936
Sunnyvale, CA 94089

Lisa A. Franz
Director, Purchasing
Oxnard School District

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 4, 2020

Agenda Section: Section C: Academic Agreement

Ratification of Agreement #20-97 – Jo Boaler (DeGenna/Prater)

Jo Boaler, Professor of Mathematics at Stanford University, will provide TK-8 Mathematics professional development for OSD teachers. The professional development is research based for facilitating visual and conceptual mathematics with a Growth Mindset Mathematics Pedagogy. The professional development will be virtual, and will support teachers in how to continue facilitating conceptual math with their students virtually. This professional development aligns with our most recent LCAP (2019-20), the COVID-19 Learning Continuity Attendance Plan, and the OSD Goals for Mathematics Instruction. Services provided from October 22, 2020 through November 31, 2020.

FISCAL IMPACT:

Not to exceed \$20,000.00 – Low Performing Student Block Grant

RECOMMENDATION:

It is the recommendation of the Manager of Mathematics, and the Assistant Superintendent, Educational Services that the Board of Trustees ratify Agreement #20-97 with Cathy Jo Boaler.

ADDITIONAL MATERIALS:

Attached: [Agreement #20-97, Jo Boaler \(1 Page\)](#)

Stanford

GRADUATE SCHOOL OF EDUCATION

DR JO BOALER
PROFESSOR MATHEMATICS EDUCATION

Phone: (650) 723-4076
Fax:(650) 725 7412
Email: joboaler@stanford.edu

Proposal for Professional Learning Plan with Oxnard School District

Services:

Four two-hour sessions :
October 22nd & 28th 2020
November 5th & 12th 2020

Compensation:

Individual consultant shall receive as compensation for all work and services to be performed herein, a fee of \$5,000 per session for a total of \$20,000.

All checks payable to Joanne Boaler.



Jo Boaler
Nominelli-Olivier Professor at Stanford
Please mail checks to:
851 Sonoma Terrace, Stanford, CA
94305

Lisa A. Franz
Director, Purchasing
Oxnard School District

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres

Date of Meeting: November 4, 2020

Agenda Section: Section D: Action Items

Approval of the Revisions to the Oxnard School District and OXNARD SUPPORTIVE SERVICES ASSOCIATION (“OSSA”) 2019-20 Collective Bargaining Agreement (Torres)

The Oxnard School District (District) and the Oxnard Supportive Services Association (OSSA) have reached a tentative agreement for the 2019-2020 school contract year. The negotiating teams met from February 2020 through June 2020. The following individuals participated in the sessions:

CSEA Bargaining Team
Brenda Muth, President
Monica Garcia
Shiri Hermesh
Lauren Kaprielian
Annette Murguia
Steve Tobey
Irene Zavala

District Bargaining Team
Dr. Jesus Vaca, Lead Negotiator
Bertha Anguiano
Dr. Edd Bond
Dr. Anabolena DeGenna
Danielle Edwards
Janet Penanhoat
Chris Ridge

The following articles were revised:

ARTICLE 4: PROFESSIONAL DUES OR FEES AND PAYROLL DEDUCTIONS
ARTICLE 9: EVALUATIONS
ARTICLE 17: PROFESSIONAL GROWTH
ARTICLE 23: TERM

FISCAL IMPACT:

There is no fiscal impact.

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources, that the Board of Trustees adopt the revisions to the 2019-2020 Collective Bargaining Agreement between the Oxnard School District and the Oxnard Supportive Services Association, as presented.

ADDITIONAL MATERIALS:

Attached: [OSSA 2019-20 Contract language changes 11.04.2020 \(four pages\)](#)

2019-2020 contract language changes

Article 4. PROFESSIONAL DUES OR FEES AND PAYROLL DEDUCTIONS

4.1 Unit members shall sign and deliver to the District an assignment authorizing deduction of union dues. Such authorization shall continue in effect from year to year. Pursuant to such authorization, the District shall deduct one ~~tenth twelfth~~ (~~1/12~~ 1/10) of such dues from the regular salary check of the unit member each month for ten ~~twelve~~ (~~12~~ 10) months.

Article 9 EVALUATIONS

9.3 Evaluation process: The unit member shall be notified in writing or email by the supervisor within thirty (30) calendar days ~~from the commencement of duties~~ **from the first day of instruction** whether the unit member will be evaluated or not in that school year and who will be conducting the evaluation. During the evaluation year, the unit member's evaluator shall observe the unit member and/or gather information related to the unit member's performance (e.g., reports, IEPs, etc.). If personal observation of the work of a unit member is necessary, it shall be conducted openly and with full knowledge of the unit member.

9.6.1 In each of the two probationary years, the unit member's evaluator shall observe the unit member and/or gather information related to the unit member's performance (e.g., reports, IEPs, etc.) no later than ninety (90) calendar days ~~after the commencement of duties~~ **after the first day of instruction**. The evaluator shall present a written report of the observation or other evaluation data, to the unit member within fifteen (15) work days following the observation. A meeting shall be held between the unit member and their evaluator to discuss and review the Conference Summary providing feedback to the unit member regarding strengths and areas for improvement. The evaluator and unit member shall sign and date the conference summary. The unit member's signature does not necessarily indicate the unit member's agreement with the summary. Within three (3) work days thereafter, the unit member shall sign the summary indicating only that he/she has read the summary, understands it and has been given the opportunity of responding to it in writing. The unit member's written response, if any, shall be attached to the summary and become a permanent part thereof.

9.6.3 A final evaluation summary report shall be submitted to the unit member no later than thirty (30) calendar days preceding the **last day of instruction** ~~close of the school year~~. The evaluator and unit member shall meet to review the report. Within three (3) working days thereafter, the unit member shall sign the report indicating only that he/she has read the report, understands it and has been given the opportunity of responding to it in writing; the signature does not necessarily indicate the unit member's agreement with the evaluation. The unit member's written response, if any, shall be attached to the report and become a permanent part thereof.

9.7.1 Permanent unit member shall be evaluated at least once every other school year. The unit member shall be notified in writing or email by the supervisor within thirty (30) calendar days from the **first day of instruction** ~~commencement of duties~~ whether the unit member will be evaluated or not in that school year and who will be conducting the evaluation. The unit member's evaluator shall observe the unit member and/or gather information related to the unit member's performance (e.g., reports, IEPs, etc.) no later than one hundred twenty (120) calendar days after the **first day of instruction** ~~the commencement of duties~~ in each evaluation year. The evaluator shall present a written summary of the observation or other evaluation data, to the unit member within fifteen (15) work days following then observation. A meeting shall be held between the unit member and their evaluator to discuss and review the Conference Summary providing feedback to the unit member regarding strengths and areas for improvement, if any. The evaluator and unit member shall sign and date the conference summary. The unit member's signature does not necessarily indicate the unit member's agreement with the summary. Within three (3) work days thereafter, the unit member shall sign the summary indicating only that he/she has read the summary, understands it and has been given the opportunity of responding to it in writing. The unit member's written response, if any, shall be attached to the summary and become a permanent part thereof.

9.7.3 A final evaluation summary report shall be submitted to the unit member no later than thirty (30) calendar days preceding the **last day of instruction**. ~~close of the school year~~. The evaluator and unit member shall meet to review the report. Within three (3) working days thereafter, the unit member shall sign the report indicating only that he/she has read the report, understands it and has been given the opportunity of responding to it in writing; the signature does not

necessarily indicate the unit member's agreement with the evaluation. The unit member's written response, if any, shall be attached to the report and become a permanent part thereof.

9.7.5 A unit member who, after reaching permanent status and who has received two evaluations of "Meets Expectations" or better in all performance areas may be evaluated at least once every three (3) years at the evaluator discretion. The unit member shall be notified in writing or email by the evaluator within thirty (30) calendar days from the **first day of instruction** commencement of duties whether the unit member will be evaluated in that school year.

Article 17. PROFESSIONAL GROWTH

17.4.1 Each unit member shall ~~receive a one-time lump sum of [be allocated]~~ \$750.00 annually. ~~The lump sum payment would be received by the unit member on their first pay warrant in each new fiscal year. [The District will administer professional development funds for each unit member to be dispersed throughout the year. The unit member would submit payment/reimbursement requests to their immediate supervisor. Any unused funds at the end of the fiscal year shall be forfeited.]~~ All requests for release time for unit member initiated professional development shall be submitted to the unit member's immediate supervisor for approval. The District shall not act arbitrarily or capriciously when rejecting requests. Unit members may use the grievance process to challenge a rejection of their request for release time.

Article 23. TERM

This Agreement shall become effective July 1, ~~2018~~ **2019** and shall remain in full force and effect up to an including June 30, ~~2019~~ **2022** and shall continue in effect year-by-year, unless one of the parties notifies the other in writing no later than April 1 of each year of its request to modify, amend, or terminate the agreement. No sooner than January 1, ~~2019~~ **2020** or January 1 of any successive year, and no later than March 1, ~~2019~~ **2020** or March 1 of any successive year, the party wishing to modify, or amend the agreement shall submit in writing its request to do so, accompanied by its initial proposals for a successor agreement. Meeting and negotiating in connection with such proposals as well as appropriate counter-proposals shall commence no later than April 1 following receipt thereof. Either party may reopen to negotiate Article 16, Salaries and Article 18, Fringe Benefits. Additional articles, up to a maximum of three (3) by each party may be

re-opened, provided, however, that if the re-opener proposals from both parties exceed three (3) articles, then the articles to be re-opened shall be selected by mutual agreement of the parties.

OSD BOARD AGENDA ITEM

Name of Contributor: Janet Penanhoat

Date of Meeting: November 4, 2020

Agenda Section: Section D: Action Items

Consideration of Resolution #20-12 of the Board of Trustees of the Oxnard School District Authorizing the Issuance and Sale of General Obligation Bonds, Election of 2016, Series C, in the Aggregate Principal Amount of Not to Exceed \$13,000,000, and Approving Related Documents and Actions (Penanhoat/CFW)

The District's bond measure, Measure D, was approved by District voters on November 8, 2016, authorizing the District to issue GO Bonds in the amount of up to \$142.5 million for important facilities projects. Currently, there is \$47,503,374.10 principal amount of unissued bonds under Measure D. The Resolution for consideration starts the process of obtaining phase three financing, with the issuance of Series C Bonds in the amount of up to \$13 million.

The Resolution authorizes the issuance of traditional tax-exempt general obligation bonds pursuant to California law. The resolution authorizes the Bonds to be issued as a combination of current interest bonds and capital appreciation bonds. Under California law (AB 182), when capital appreciation bonds are proposed, the resolution must first be presented to the Board as an information item, and at the next meeting may be voted upon as an action item. Items required to be disclosed to the Board at the informational meeting relating to the bond structure are included in Appendix B and Appendix C to the Resolution. Action is expected on this Resolution on November 4, 2020. The Bonds may only be issued in full compliance with all applicable laws, including the provisions of AB 182, and the District's Debt Management Policy.

The Resolution authorizes the Bonds to be sold directly to the investment banking firm of Raymond James, as underwriter, which firm will have the responsibility of underwriting all of the bonds and placing them with investors. The Resolution authorizes

the District officials to work with the financing team and bring into final form and execute all documents needed to complete the financing, in accordance with legal requirements and the Resolution. This includes finalizing a Preliminary Official Statement, which is the disclosure document which, when in final form, will be provided to bond investors.

The District's responsibility under federal securities law is to ensure that the POS not contain material misstatements or omissions. The Bond Purchase Agreement is also approved in the Resolution, which sets forth all of the terms of the sale of the bonds to the underwriter.

FISCAL IMPACT:

None to District's General Fund. Bond proceeds are applied to voter-approved capital school facilities projects and related costs. Bonds will be repaid by voter-approved ad valorem property tax levies.

RECOMMENDATION:

It is the recommendation of the Interim Assistant Superintendent, Business & Fiscal Services, in consultation with Caldwell Flores Winters, that the Board of Trustees approve Resolution #20-12.

ADDITIONAL MATERIALS:

Attached: [Preliminary Official Statement \(100 pages\)](#)
[Bond Purchase Agreement \(24 pages\)](#)
[Resolution No. 20-12 \(47 pages\)](#)

NEW ISSUE - FULL BOOK-ENTRY

INSURED RATING: Standard & Poor's: "____"
UNDERLYING RATING: Standard & Poor's: "____"
See "RATINGS" herein.

In the opinion of Jones Hall, A Professional Law Corporation, San Francisco, California, Bond Counsel, subject, however to certain qualifications described herein, under existing law, the interest on the Bonds is excluded from gross income for federal income tax purposes and such interest is not an item of tax preference for purposes of the federal alternative minimum tax. In the further opinion of Bond Counsel, such interest is exempt from California personal income taxes. See "TAX MATTERS."

\$ _____ *
OXNARD SCHOOL DISTRICT
(Ventura County, California)
General Obligation Bonds
Election of 2016, Series C

Dated: Date of Delivery

Due: August 1, as shown on inside front cover

Authority and Purpose. The captioned General Obligation Bonds, Election of 2016, Series C (the "Bonds") are being issued by the Oxnard School District (the "District") pursuant to certain provisions of the California Government Code and a resolution of the Board of Trustees of the District adopted on October 21, 2020. The Bonds were authorized at an election of the registered voters of the District held on November 8, 2016, which authorized the issuance of \$142,500,000 principal amount of general obligation bonds for the purpose of financing the renovation, construction and improvement of school facilities (the "2016 Authorization"). The Bonds are the third series of bonds to be issued under the 2016 Authorization. See "THE BONDS – Authority for Issuance" and "THE FINANCING PLAN" herein.

Security. The Bonds are general obligations of the District, payable solely from *ad valorem* property taxes levied on taxable property within the District and collected by Ventura County (the "County"). The County Board of Supervisors is empowered and is obligated to annually levy *ad valorem* taxes for the payment of interest on, and principal of, the Bonds upon all property subject to taxation by the District, without limitation of rate or amount (except certain personal property which is taxable at limited rates). The District has other series of general obligation bonds outstanding that are similarly secured by *ad valorem* tax levies. See "SECURITY FOR THE BONDS."

Payments. The Bonds are dated the date of delivery and are being issued as Current Interest Bonds and Capital Appreciation Bonds (both as defined herein). The Current Interest Bonds accrue interest at the rates set forth on the inside cover page hereof, payable semiannually on each February 1 and August 1 until maturity or earlier redemption, commencing February 1, 2021. The Capital Appreciation Bonds accrete interest at the accretion rates set forth on the inside cover page hereof, compounded semiannually on February 1 and August 1 of each year, commencing on February 1, 2021 until payment of the accreted value thereof at maturity or upon earlier redemption. Payments of principal and accreted value of and interest on the Bonds will be paid by U.S. Bank National Association, Los Angeles, California, as Paying Agent, to The Depository Trust Company ("DTC") for subsequent disbursement to DTC Participants who will remit such payments to the beneficial owners of the Bonds. See "THE BONDS - Description of the Bonds."

Redemption. The Bonds are subject to redemption prior to maturity as described herein. See "THE BONDS – Optional Redemption" and "-Mandatory Sinking Fund Redemption."

Book-Entry Only. The Bonds will be issued in book-entry form only, and will be initially issued and registered in the name of Cede & Co. as nominee of DTC. Purchasers will not receive physical certificates representing their interests in the Bonds. See "THE BONDS" and "APPENDIX F - DTC AND THE BOOK-ENTRY ONLY SYSTEM."

Bond Insurance. The scheduled payment of principal of and, in the case of Capital Appreciation Bonds, accreted value of, and interest on the Bonds when due will be guaranteed under a municipal bond insurance policy to be issued concurrently with the delivery of the Bonds by _____. See "BOND INSURANCE."

--LOGO OF INSURER--

MATURITY SCHEDULE
(See inside cover)

Cover Page. This cover page contains certain information for general reference only. It is not a summary of all the provisions of the Bonds. Prospective investors must read the entire Official Statement to obtain information essential to making an informed investment decision.

The Bonds will be offered when, as and if issued and accepted by the Underwriter, subject to the approval as to legality by Jones Hall, A Professional Law Corporation, San Francisco, California, Bond Counsel to the District, and subject to certain other conditions. Jones Hall is also serving as Disclosure Counsel to the District. Norton Rose Fulbright US LLP, Los Angeles, California is serving as counsel to the Underwriter. It is anticipated that the Bonds, in book-entry form, will be available for delivery through the facilities of DTC on or about November ____, 2020*.



The date of this Official Statement is _____, 2020.

*Preliminary, subject to change.

This Preliminary Official Statement and the information contained herein are subject to completion or amendment. Under no circumstances shall this Preliminary Official Statement constitute an offer to sell or a solicitation of an offer to buy nor shall there be any sale of these securities in any jurisdiction in which such offer solicitation or sale would be unlawful prior to registration or qualification under the securities laws of such jurisdiction.

MATURITY SCHEDULE*

OXNARD SCHOOL DISTRICT (Ventura County, California) General Obligation Bonds Election of 2016, Series C

Base CUSIP[†]: 692020

\$_____ Current Interest Bonds

| Maturity Date (August 1) | Principal Amount | Interest Rate | Yield | Price | CUSIP ^(†) |
|-----------------------------|---------------------|------------------|-------|-------|----------------------|
|-----------------------------|---------------------|------------------|-------|-------|----------------------|

\$_____ Denominational Amount
(\$_____ Maturity Value)
Capital Appreciation Bonds

| Maturity Date (August 1) | Denominational Amount | Accretion Rate | Yield to Maturity | Maturity Value | CUSIP ^(†) |
|-----------------------------|--------------------------|-------------------|----------------------|-------------------|----------------------|
|-----------------------------|--------------------------|-------------------|----------------------|-------------------|----------------------|

**Preliminary; subject to change.*

† CUSIP Copyright 2020, CUSIP Global Services is a registered trademark of American Bankers Association. CUSIP data herein is provided by CUSIP Global Services, which is managed on behalf of American Bankers Association by S&P Global Market Intelligence.. Neither the District nor the Underwriter takes any responsibility for the accuracy of the CUSIP data.

OXNARD SCHOOL DISTRICT

BOARD OF TRUSTEES

Monica Madrigal Lopez, *President*
Debra Cordes, *Clerk*
Jarely Lopez, *Trustee*
Denis O' Leary, *Trustee*
Veronica Robles-Solis, *Trustee*

DISTRICT ADMINISTRATION

Karling Aguilera-Fort, *Superintendent*
Janet Penanhoat, *Interim Assistant Superintendent, Business & Fiscal Services**

PROFESSIONAL SERVICES

FINANCIAL ADVISOR

CFW Advisory Services, LLC
Emeryville, California

BOND AND DISCLOSURE COUNSEL

Jones Hall, A Professional Law Corporation
San Francisco, California

BOND REGISTRAR, TRANSFER AGENT AND PAYING AGENT

U.S. Bank National Association
Los Angeles, California

**Ms. Penanhoat has retired from the District but is serving in this position on an interim basis until a successor has been identified.*

GENERAL INFORMATION ABOUT THIS OFFICIAL STATEMENT

Use of Official Statement. This Official Statement is submitted in connection with the sale of the Bonds referred to herein and may not be reproduced or used, in whole or in part, for any other purpose. This Official Statement is not a contract between any bond owner and the District or the Underwriter.

No Offering Except by This Official Statement. No dealer, broker, salesperson or other person has been authorized by the District or the Underwriter to give any information or to make any representations other than those contained in this Official Statement and, if given or made, such other information or representation must not be relied upon as having been authorized by the District or the Underwriter.

No Unlawful Offers or Solicitations. This Official Statement does not constitute an offer to sell or the solicitation of an offer to buy nor may there be any sale of the Bonds by a person in any jurisdiction in which it is unlawful for such person to make such an offer, solicitation or sale.

Information in Official Statement. The information set forth in this Official Statement has been furnished by the District and other sources which are believed to be reliable, but it is not guaranteed as to accuracy or completeness.

Estimates and Forecasts. When used in this Official Statement and in any continuing disclosure by the District in any press release and in any oral statement made with the approval of an authorized officer of the District or any other entity described or referenced herein, the words or phrases “will likely result,” “are expected to”, “will continue”, “is anticipated”, “estimate”, “project,” “forecast”, “expect”, “intend” and similar expressions identify “forward looking statements” within the meaning of the Private Securities Litigation Reform Act of 1995. Such statements are subject to risks and uncertainties that could cause actual results to differ materially from those contemplated in such forward-looking statements. Any forecast is subject to such uncertainties. Inevitably, some assumptions used to develop the forecasts will not be realized and unanticipated events and circumstances may occur. Therefore, there are likely to be differences between forecasts and actual results, and those differences may be material. The information and expressions of opinion herein are subject to change without notice, and neither the delivery of this Official Statement nor any sale made hereunder shall, under any circumstances, give rise to any implication that there has been no change in the affairs of the District or any other entity described or referenced herein since the date hereof.

Involvement of Underwriter. The Underwriter has provided the following statement for inclusion in this Official Statement: The Underwriter has reviewed the information in this Official Statement in accordance with, and as a part of, its responsibilities to investors under federal securities laws as applied to the facts and circumstances of this transaction, but the Underwriter does not guarantee the accuracy or completeness of such information.

Bond Insurance. _____ (“_____” or the “Bond Insurer”) makes no representation regarding the Bonds or the advisability of investing in the Bonds. In addition, the Bond Insurer has not independently verified, makes no representation regarding, and does not accept any responsibility for the accuracy or completeness of this Official Statement or any information or disclosure contained herein, or omitted herefrom, other than with respect to the accuracy of the information regarding the Bond Insurer, supplied by the Bond Insurer and presented under the heading “BOND INSURANCE” and on APPENDIX H.

Stabilization of and Changes to Offering Prices. The Underwriter may overallocate or take other steps that stabilize or maintain the market prices of the Bonds at levels above those that might otherwise prevail in the open market. If commenced, the Underwriter may discontinue such market stabilization at any time. The Underwriter may offer and sell the Bonds to certain securities dealers, dealer banks and banks acting as agent at prices lower than the public offering prices stated on the inside cover page of this Official Statement, and those public offering prices may be changed from time to time by the Underwriter.

Document Summaries. All summaries of the Bond Resolution or other documents referred to in this Official Statement are made subject to the provisions of such documents and qualified in their entirety to reference to such documents, and do not purport to be complete statements of any or all of such provisions.

No Securities Laws Registration. The Bonds have not been registered under the Securities Act of 1933, as amended, in reliance upon exceptions therein for the issuance and sale of municipal securities. The Bonds have not been registered or qualified under the securities laws of any state.

Effective Date. This Official Statement speaks only as of its date, and the information and expressions of opinion contained in this Official Statement are subject to change without notice. Neither the delivery of this Official Statement nor any sale of the Bonds will, under any circumstances, give rise to any implication that there has been no change in the affairs of the District, the County, the other parties described in this Official Statement, or the condition of the property within the District since the date of this Official Statement.

Website. The District maintains a website. However, the information presented on the website is not a part of this Official Statement and should not be relied upon in making an investment decision with respect to the Bonds.

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OFFICIAL STATEMENT

\$ _____ *

OXNARD SCHOOL DISTRICT (Ventura County, California) General Obligation Bonds Election of 2016, Series C

The purpose of this Official Statement, which includes the cover page, inside cover page and attached appendices, is to set forth certain information concerning the sale and delivery of the captioned General Obligation Bonds, Election of 2016, Series C (the “**Bonds**”) by the Oxnard School District (the “**District**”) of Ventura County (the “**County**”), California (the “**State**”).

INTRODUCTION

This Introduction is not a summary of this Official Statement. It is only a brief description of and guide to, and is qualified by, more complete and detailed information contained in the entire Official Statement and the documents summarized or described in this Official Statement. A full review should be made of the entire Official Statement. The offering of Bonds to potential investors is made only by means of the entire Official Statement.

The District. The District consists of an area of 28 square miles located in the southeastern portion of the County. It was established in 1873 and provides kindergarten through eighth grade educational services to the residents of the City of Oxnard and a portion of the City of Port Hueneme. The District has eleven K-5 elementary schools, six K-8 schools, three 6-8 middle schools, and one special education annex. Enrollment is budgeted for approximately 15,434 students in fiscal year 2020-21. See also Appendix C hereto for demographic and other statistical information regarding the City of Oxnard and the County.

Purpose. The net proceeds of the Bonds will be used to finance school construction and improvements as authorized by the requisite 55% of the voters of the District (the “**2016 Authorization**”) at an election held in the District on November 8, 2016 (the “**Bond Election**”). The Bonds are the third series of bonds issued pursuant to the 2016 Authorization. See “THE FINANCING PLAN” herein.

Authority for Issuance of the Bonds. The Bonds will be issued pursuant to the 2016 Authorization, certain provisions of the Government Code of the State, commencing with Section 53506 thereof (the “**Bond Law**”), and a resolution adopted by the Board of Trustees of the District on October 21, 2020 (the “**Bond Resolution**”). See “THE BONDS - Authority for Issuance” herein.

*Preliminary; subject to change.

Payment and Registration of the Bonds. The Bonds are being issued as current interest bonds which bear current interest payable on a semi-annual basis (the “**Current Interest Bonds**”) and capital appreciation bonds which accrete and compound interest until maturity (the “**Capital Appreciation Bonds**”). The Bonds mature in the years and in the amounts as set forth on the inside cover page hereof. The Bonds will be dated their date of original issuance and delivery (the “**Dated Date**”) and will be issued as fully registered bonds, without coupons, in the denominations of \$5,000 or any integral multiple of \$5,000, registered in the name of Cede & Co. as nominee of The Depository Trust Company, New York, New York (“**DTC**”), and will be available under the book-entry system maintained by DTC, only through brokers and dealers who are or act through DTC Participants as described below. Beneficial Owners will not be entitled to receive physical delivery of the Bonds. See “THE BONDS” and “APPENDIX F – Book-Entry Only System.”

Redemption. The Bonds are subject to redemption prior to maturity as described herein. See “THE BONDS – Optional Redemption” and “– Mandatory Sinking Fund Redemption.”

Security and Sources of Payment for the Bonds. The Bonds are general obligation bonds of the District payable solely from *ad valorem* property taxes levied on taxable property located in the District and collected by the County. The County is empowered and is obligated to annually levy *ad valorem* taxes for the payment of interest on, and principal of, the Bonds upon all property subject to taxation by the District, without limitation of rate or amount (except with respect to certain personal property which is taxable at limited rates). See “SECURITY FOR THE BONDS.”

The District has other series of general obligation bonds outstanding that are payable from *ad valorem* taxes levied on taxable property in the District. See “DEBT SERVICE SCHEDULES” and “DISTRICT FINANCIAL INFORMATION – Existing Debt Obligations-General Obligation Bonds” in Appendix B.

Municipal Bond Insurance. Concurrently with the issuance of the Bonds, _____ (“_____”) will issue its Municipal Bond Insurance Policy for the Bonds (the “**Policy**”). The Policy guarantees the scheduled payment of principal of and, in the case of Capital Appreciation Bonds, accreted value of, and interest on the Bonds when due, as set forth in the form of the Policy included as an appendix to this Official Statement. See “BOND INSURANCE” and APPENDIX I.

Tax Matters. In the opinion of Bond Counsel, interest on the Bonds is excluded from gross income for federal income tax purposes and such interest is not an item of tax preference for purposes of the federal alternative minimum tax. In the further opinion of Bond Counsel, such interest is exempt from California personal income taxes. See “TAX MATTERS” and Appendix D hereto for the form of Bond Counsel’s opinion to be delivered concurrently with the Bonds.

COVID-19 Statement. The COVID-19 pandemic has resulted in a public health crisis that is fluid and unpredictable with financial and economic impacts that cannot be predicted. As such, investors are cautioned that the District cannot at this time predict the impacts that the COVID-19 pandemic may have on its enrollment, average daily attendance, operations and finances, property values in the District, and economic activity in the District, the State and the nation, among others. For more disclosure regarding the COVID-19 emergency, see

“SECURITY FOR THE BONDS – Disclosure Regarding COVID-19” herein. See also references to COVID-19 in the sections herein entitled “PROPERTY TAXATION”, and in APPENDIX B under the heading “DISTRICT GENERAL INFORMATION” and “STATE FUNDING OF EDUCATION; RECENT STATE BUDGETS.”

Other Information. This Official Statement speaks only as of its date, and the information contained in this Official Statement is subject to change. Copies of documents referred to in this Official Statement and information concerning the Bonds are available from the Superintendent’s Office at Oxnard School District, 1051 South A Street, Oxnard, California 93030. The District may impose a charge for copying, mailing and handling.

THE FINANCING PLAN

General. The proceeds of the Bonds will be used to finance projects approved by the voters pursuant to the 2016 Authorization, including related costs of issuance. The abbreviated form of the ballot measure (limited to 75 words or less) is as follows:

“To acquire, construct and modernize additional classrooms and support facilities to reduce overcrowding, replace portable classrooms and older schools with new permanent facilities, increase student access to computers and modern classroom technology, improve student safety, reduce operating costs and qualify to receive State funds, shall Oxnard School District be authorized to issue up to \$142,500,000 in bonds at legal interest rates, with an independent Citizens’ Oversight Committee, annual audits, and no money for administrator salaries?”

The Bonds will be the third series of general obligation bonds issued pursuant to the 2016 Authorization.

Bonding Capacity Waiver. Following a public hearing and approval by the District Board of a resolution pursuing a bonding capacity waiver, the District applied for and received a bonding capacity waiver from the State Department of Education on March 9, 2017 (the “**Waiver**”). The Waiver authorizes the District to have general obligation bond indebtedness outstanding in an amount not to exceed 2.12% of assessed valuation as determined at the time of bond issuance pursuant to the California Education Code.

SOURCES AND USES OF FUNDS

The estimated sources and uses of funds with respect to the Bonds are as follows:

Sources of Funds

Principal Amount of Bonds
Net Original Issue Premium

Total Sources

Uses of Funds

Deposit to Building Fund
Deposit to Debt Service Fund
Costs of Issuance⁽¹⁾

Total Uses

(1) Estimated costs of issuance include, but are not limited to, Underwriter’s discount, printing costs, and fees of Bond Counsel, Disclosure Counsel, Financial Advisor, Paying Agent, bond insurance premium, and the rating agency.

THE BONDS

Authority for Issuance

The Bonds will be issued under the Bond Law and the Bond Resolution. The Bond Resolution was first presented to the District Board as an informational item on October 7, 2020, and was adopted at the next subsequent meeting on October 21, 2020.

Description of the Bonds

Form of Bonds. The Bonds are being issued as Current Interest Bonds and Capital Appreciation Bonds, both as described below. The Bonds mature in the years and in the amounts as set forth on the inside cover page hereof. The Bonds will be issued in book-entry form only, and will be initially issued and registered in the name of Cede & Co. as nominee of DTC. See “Book-Entry Form” below and “APPENDIX F – DTC and the Book-Entry Only System.”

Current Interest Bonds

The Current Interest Bonds shall be issued in the denominations of \$5,000 principal amount each or any integral multiple thereof. Interest on the Current Interest Bonds is payable semiannually on each February 1 and August 1, commencing February 1, 2021 (each, an “**Interest Payment Date**”).

Each Current Interest Bond will bear interest from the Interest Payment Date next preceding the date of registration and authentication thereof unless (i) it is authenticated as of an Interest Payment Date, in which event it will bear interest from such date, or (ii) it is authenticated prior to an Interest Payment Date and after the close of business on the fifteenth (15th) day of the month preceding the Interest Payment Date (each, a “**Record Date**”), in which event it will bear interest from such Interest Payment Date, or (iii) it is authenticated prior to January 15, 2021, in which event it will bear interest from the date of delivery of the Bonds identified on the cover page hereof. Notwithstanding the foregoing, if interest on any Current Interest Bond is in default at the time of authentication thereof, such Current Interest Bond will bear interest from the Interest Payment Date to which interest has previously been paid or made available for payment thereon. Payments of principal of and interest on the Current Interest Bonds will be paid by U.S. Bank National Association, Los Angeles, California (the “**Paying Agent**”) to DTC for subsequent disbursement to DTC Participants who will remit such payments to the Beneficial Owners of the Current Interest Bonds.

Capital Appreciation Bonds

The following terms used herein are defined in the Bond Resolution to have the following meanings with respect to the Capital Appreciation Bonds:

“**Accreted Value**” means, with respect to any Capital Appreciation Bond, the total amount of principal thereof and interest payable thereon as of any Compounding Date determined solely by reference to the Table of Accreted Values set forth on such Capital Appreciation Bond, which is attached to this Official Statement as Appendix H. The Accreted Value of any Capital Appreciation Bond as of any date other than a Compounding Date will be the sum of (a) the Accreted Value as of the Compounding Date immediately

preceding the date as of which the calculation is being made plus (b) interest on the Accreted Value determined under the preceding clause (a), computed to the date as of which the calculation is being made at the Accretion Rate set forth on such Capital Appreciation Bond (computed on the basis of a 360-day year of twelve 30-day months).

“Accretion Rate” means the rate which, when applied to the principal amount of any Capital Appreciation Bond and compounded semiannually on each Compounding Date, produces the Maturity Value of such Capital Appreciation Bond on the maturity date thereof.

“Capital Appreciation Bonds” means bonds the interest on which is compounded semiannually on each Compounding Date and is payable in full at maturity as shown in the table of Accreted Value for the Capital Appreciation Bonds and attached to this Official Statement as Appendix H.

“Closing Date” means the date upon which there is a delivery of the Bonds in exchange for the amount representing the purchase price of the Bonds by the Underwriter (as defined herein).

“Compounding Date” means, with respect to any Capital Appreciation Bond, each February 1 and August 1, commencing February 1, 2021, to and including the date of maturity or redemption of such Capital Appreciation Bond.

“Denominational Amount” means, with respect to any Capital Appreciation Bond, the original amount of such Capital Appreciation Bond as of the Closing Date.

“Maturity Value” means, with respect to any Capital Appreciation Bond, the Accreted Value of such Capital Appreciation Bond to be paid at maturity.

As provided in the Bond Resolution, references therein and in this Official Statement to the payment of the principal of and interest on the Bonds includes payment of the Accreted Value and Maturity Value of the Capital Appreciation Bonds, unless otherwise required by the context or by the express provisions of such reference. Further, whenever in the Bond Resolution or in this Official Statement, any reference is made to the rights of the owners of the Bonds as measured by the principal amount of such Bonds, the principal amount of the Capital Appreciation Bonds is deemed to be the Accreted Value thereof as of the date of exercise of such rights.

The Capital Appreciation Bonds are dated the date of delivery, and accrete interest from such date. The Denominational Amount of each maturity of the Capital Appreciation Bonds shall be as shown on the inside cover page hereof. The Capital Appreciation Bonds are issued in denominations such that the Maturity Value thereof shall equal \$5,000 or an integral multiple thereof. The Capital Appreciation Bonds are payable only at maturity, in the years and amounts set forth on the inside cover page hereof.

Interest on the Capital Appreciation Bonds is compounded on February 1 and August 1 of each year, commencing February 1, 2021. Each Capital Appreciation Bond accretes in value daily over the term to its maturity, from its Denominational Amount on the Closing Date to its Accreted Value on its maturity date. The Accreted Value payable on any date shall be

determined solely by reference to the Table of Accreted Values attached to such Capital Appreciation Bond. See “APPENDIX H– Table of Accreted Values.”

The interest portion of the Accreted Value of any Capital Appreciation Bond that is payable on the date of maturity shall represent interest accreted and coming due on such date. The Accreted Value of any Capital Appreciation Bond at maturity shall be payable by check or draft mailed by first-class mail, in lawful money of the United State of America upon presentation and surrender of such Bond at the Office of the Paying Agent. See “APPENDIX F- DTC and the Book-Entry Only System.”

Book-Entry Only System

The Bonds will be issued in book-entry form only, and will be initially issued and registered in the name of Cede & Co. as nominee of DTC. Purchasers of the Bonds (the “**Beneficial Owners**”) will not receive physical certificates representing their interest in the Bonds. Payments of principal of and interest on the Bonds will be paid by the Paying Agent to DTC for subsequent disbursement to DTC Participants which will remit such payments to the Beneficial Owners of the Bonds.

As long as DTC’s book-entry method is used for the Bonds, the Paying Agent will send any notice of prepayment or other notices to owners only to DTC. Any failure of DTC to advise any DTC Participant, or of any DTC Participant to notify any Beneficial Owner, of any such notice and its content or effect will not affect the validity or sufficiency of the proceedings relating to the prepayment of the Bonds called for prepayment or of any other action premised on such notice. See “APPENDIX F - DTC AND THE BOOK-ENTRY ONLY SYSTEM.”

The Paying Agent, the District, and the Underwriter of the Bonds have no responsibility or liability for payments made on account of beneficial ownership or any aspects of the records relating thereto, or for maintaining, supervising or reviewing any records relating to beneficial ownership, of interests in the Bonds.

Optional Redemption*

Current Interest Bonds. The Current Interest Bonds maturing on or before August 1, 20__ are not subject to redemption prior to maturity. The Current Interest Bonds maturing on or after August 1, 20__ are subject to redemption prior to maturity, at the option of the District, in whole or in part among maturities on such basis as shall be designated by the District and by lot within a maturity, from any available source of funds, on August 1, 20__, or on any date thereafter, at a price equal to 100% of the principal amount thereof, without premium, together with accrued interest thereon to the redemption date.

**Preliminary; subject to change.*

Capital Appreciation Bonds. The Capital Appreciation Bonds maturing on or before August 1, 20__ are not subject to redemption prior to maturity. The Capital Appreciation Bonds maturing on or after August 1, 20__ are subject to redemption prior to maturity, at the option of the District, in whole or in part among maturities on such basis as shall be designated by the District and by lot within a maturity, from any available source of funds, on February 1, 2028, or on any date thereafter, at a price equal to 100% of the Accreted Value thereof as of the date of redemption, without premium.

Selection of Bonds for Redemption. Whenever less than all of the Outstanding Bonds of any one maturity are designated for redemption, the Paying Agent will select the outstanding Bonds of such maturity to be redeemed by lot in any manner deemed fair by the Paying Agent. For purposes of such selection, each Bond will be deemed to consist of individual Bonds of \$5,000 denominations each, which may be separately redeemed.

Selection of Bonds for Purpose of Redemption. Whenever less than all of the outstanding Bonds of any one maturity are designated for redemption, the Paying Agent will select the outstanding Bonds of such maturity to be redeemed by lot in any manner deemed fair by the Paying Agent. For the purpose of selection for optional redemption, Bonds will be deemed to consist of \$5,000 portions (principal amount), and any such portion may be separately redeemed. The Bonds may all be separately redeemed.

Mandatory Sinking Fund Redemption

The Current Interest Bonds maturing on August 1, 20__ (the “**Current Interest Term Bonds**”), are subject to mandatory sinking fund redemption on August 1 of each year in accordance with the schedule set forth below. The Current Interest Term Bonds so called for mandatory sinking fund redemption shall be redeemed in the sinking fund payments in the amounts and on the dates set forth below, without premium.

\$ _____ Current Interest Term Bonds Maturing August 1, 20__ *

| Redemption Date (August 1) | Sinking Fund Payment |
|-------------------------------|-------------------------|
| _____ | _____ |

**Expected to be the Step Coupon Bonds.*

If any such Current Interest Term Bonds are redeemed pursuant to the optional redemption provisions described above, the total amount of all future sinking fund payments with respect to such Current Interest Term Bonds shall be reduced by the aggregate principal amount of such Current Interest Term Bonds so redeemed, to be allocated among such payments on a pro rata basis in integral multiples of \$5,000 principal amount (or on such other basis as the District may determine) as set forth in written notice given by the District to the Paying Agent.

Notice of Redemption

The Paying Agent will cause notice of any redemption to be mailed, first class mail, postage prepaid, at least 30 days but not more than 60 days prior to the date fixed for redemption, to the respective owners of any Bonds designated for redemption, at their

addresses appearing on the registration books. Notice of any redemption of Bonds shall specify: (a) the Bonds or designated portions thereof (in the case of redemption of the Bonds in part but not in whole) which are to be redeemed, (b) the date of redemption, (c) the place or places where the redemption will be made, including the name and address of the Paying Agent, (d) the redemption price, (e) the CUSIP numbers (if any) assigned to the Bonds to be redeemed, (f) the bond numbers of the Bonds to be redeemed in whole or in part and, in the case of any Bond to be redeemed in part only, the principal amount of such Bond to be redeemed, and (g) the original issue date, interest rate and stated maturity date of each Bond to be redeemed in whole or in part. Such notice shall further state that on the specified date there shall become due and payable upon each Bond or portion thereof being redeemed the redemption price thereof, and that from and after such date, interest thereon shall cease to accrue.

Neither failure to receive nor failure to send any notice of redemption nor any defect in any such redemption notice so given shall affect the sufficiency of the proceedings for the redemption of the affected Bonds.

Partial Redemption of Bonds

Upon surrender of Bonds redeemed in part only, the District will execute and the Paying Agent will authenticate and deliver to the owner, at the expense of the District, a new Bond or Bonds, of like tenor and maturity and of authorized denominations (or of like Accreted Value in the case of the Capital Appreciation Bonds) equal in transfer amounts to the unredeemed portion of the Bond surrendered. Such partial redemption shall be valid upon payment of the amount required to be paid to such Owner, and the County and the District shall be released and discharged thereupon from all liability to the extent of such payment.

Right to Rescind Notice of Redemption

The District has the right to rescind any notice of the optional redemption of Bonds by written notice to the Paying Agent on or prior to the date fixed for redemption. Any notice of redemption will be cancelled and annulled if for any reason funds will not be or are not available on the date fixed for redemption for the payment in full of the Bonds then called for redemption. The District and the Paying Agent have no liability to the owners of the Bonds or any other party related to or arising from such rescission of redemption. The Paying Agent will mail notice of such rescission of redemption in the same manner as the original notice of redemption was sent under the Bond Resolution.

Registration, Transfer and Exchange of Bonds

If the book entry system is discontinued, the District will cause the Paying Agent to maintain and keep at its principal corporate trust office all books and records necessary for the registration, exchange and transfer of the Bonds.

If the book entry system is discontinued, the person in whose name a Bond is registered on the Bond Register will be regarded as the absolute owner of that Bond. Payment of the principal of and interest on any Bond will be made only to or upon the order of that person; neither the District, the County nor the Paying Agent will be affected by any notice to the contrary, but the registration may be changed as provided in the Bond Resolution.

Bonds may be exchanged at the principal corporate trust office of the Paying Agent in Los Angeles, California for a like aggregate principal amount of Bonds of authorized denominations and of the same maturity and series. Any Bond may, in accordance with its terms, but only if (i) the District determines to no longer maintain the book entry only status of the Bonds, (ii) DTC determines to discontinue providing such services and no successor securities depository is named or (iii) DTC requests the District to deliver Bond certificates to particular DTC Participants, be transferred, upon the books required to be kept pursuant to the provisions of the Bond Resolution, by the person in whose name it is registered, in person or by his duly authorized attorney, upon surrender of such Bond for cancellation at the office of the Paying Agent, accompanied by delivery of a written instrument of transfer in a form approved by the Paying Agent, duly executed.

No exchanges of Bonds shall be required to be made (a) fifteen days prior to an Interest Payment Date or the date established by the Paying Agent for selection of Bonds for redemption until the close of business on the Interest Payment Date or day on which the applicable notice of redemption is given or (b) with respect to a Bond after such Bond has been selected or called for redemption in whole or in part.

Defeasance

The Bonds may be paid by the District, in whole or in part, in any one or more of the following ways:

- (a) by paying or causing to be paid the principal or redemption price of and interest on such Bonds (or the Maturity Value or Accreted Value thereof, in the case of Capital Appreciation Bonds), as and when the same become due and payable;
- (b) by irrevocably depositing, in trust, at or before maturity, money or securities in the necessary amount (as provided in the Bond Resolution) to pay or redeem such Bonds; or
- (c) by delivering such Bonds to the Paying Agent for cancellation by it.

Whenever in the Bond Resolution it is provided or permitted that there be deposited with or held in trust by the Paying Agent money or securities in the necessary amount to pay or redeem any Bonds, the money or securities so to be deposited or held may be held by the Paying Agent or by any other fiduciary. Such money or securities may include money or securities held by the Paying Agent in the funds and accounts established under the Bond Resolution and will be:

- (i) lawful money of the United States of America in an amount equal to the principal amount of such Bonds and all unpaid interest thereon to maturity, except that, in the case of Bonds which are to be redeemed prior to maturity and in respect of which notice of such redemption is given as provided in the Bond Resolution or provision satisfactory to the Paying Agent is made for the giving of such notice, the amount to be deposited or held will be the principal amount or redemption price of such Bonds and all unpaid interest thereon to the redemption date; or

- (ii) Federal Securities (not callable by the issuer thereof prior to maturity) the principal of and interest on which when due, in the opinion of a certified public accountant delivered to the County and the District, will provide money sufficient to pay the principal or redemption price of and all unpaid interest to maturity, or to the redemption date, as the case may be, on the Bonds to be paid or redeemed, as such principal or redemption price and interest become due, provided that, in the case of Bonds which are to be redeemed prior to the maturity thereof, notice of such redemption is given as provided in the Bond Resolution or provision satisfactory to the Paying Agent is made for the giving of such notice.

Upon the deposit, in trust, at or before maturity, of money or Federal Securities in the necessary amount (as described above) to pay or redeem any outstanding Bond (whether upon or prior to its maturity or the redemption date of such Bond), provided that, if such Bond is to be redeemed prior to maturity, notice of such redemption has been given as provided in Bond Resolution or provision satisfactory to the Paying Agent has been made for the giving of such notice, then all liability of the District in respect of such Bond will cease and be completely discharged, except only that thereafter the owner thereof will be entitled only to payment of the principal of and interest on such Bond by the District, and the District will remain liable for such payment, but only out of such money or securities deposited with the Paying Agent for such payment.

As defined in the Bond Resolution, the term “**Federal Securities**” means United States Treasury notes, bonds, bills or certificates of indebtedness, or obligations issued by any agency or department of the United States which are secured, directly or indirectly, by the full faith and credit of the United States.

APPLICATION OF PROCEEDS OF BONDS

Building Fund

The proceeds from the sale of the Bonds, to the extent of the principal amount thereof, will be paid to the County for credit of the fund created and established by the County Office of Education in the Bond Resolution and known as the “Oxnard School District, General Obligation Bonds, Election of 2016, Series C Building Fund” (the “**Building Fund**”), which will be accounted for as separate and distinct from all other District and County funds. The proceeds will be used solely for the purposes for which the Bonds are being issued and for payment of permissible costs of issuance. Any excess proceeds of the Bonds not needed for the authorized purposes for which the Bonds are being issued shall be transferred to the Debt Service Fund and applied to the payment of principal of and interest on the Bonds. Interest earnings on the investment of monies held in the Building Fund will be retained in the Building Fund.

Debt Service Fund

As described herein under the heading “SECURITY FOR THE BONDS - Debt Service Fund,” the County Office of Education will establish a debt service fund for the Bonds to be designated the “Oxnard School District, General Obligation Bonds, Election of 2016, Series C Debt Service Fund” (the “**Debt Service Fund**”). Accrued interest and premium, if any, received by the County from the sale of the Bonds will be deposited in the Debt Service Fund which,

together with the collections of *ad valorem* taxes, will be used only for payment of principal of and interest on the Bonds. Interest earnings on the investment of monies held in the Debt Service Fund will be retained in the Debt Service Fund and used to pay the principal of and interest on the Bonds when due. Any moneys remaining in the Debt Service Fund after the Bonds and the interest thereon have been paid, will be transferred to any other interest and sinking fund for general obligation bond indebtedness of the District, and in the event there is no such debt outstanding, will be transferred to the District's general fund upon the order of the County, as provided in Section 15234 of the Education Code.

Investment of Proceeds of Bonds

Under California law, the District is generally required to pay all monies received from any source into the County Treasury to be held on behalf of the District. All amounts deposited into the Debt Service Fund, as well as proceeds of taxes held therein for payment of the Bonds, shall be invested at the sole discretion of the County Treasurer pursuant to law and the investment policy of the County. All amounts deposited in the Building Fund of the District shall be invested at the sole discretion of the County Treasurer. See Appendix G for the County's current Investment Policy and recent quarterly report. The County neither monitors investments for arbitrage compliance, nor does it perform arbitrage calculations. The District shall maintain or cause to be maintained detailed records with respect to the applicable proceeds.

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DEBT SERVICE SCHEDULES

The Bonds. The following table shows the debt service schedule with respect to the Bonds (assuming no optional redemptions).

OXNARD SCHOOL DISTRICT Series C Bonds Debt Service Schedule

| Date (August 1) | Current Interest Bonds | | Capital Appreciation Bonds | | Total |
|--------------------|------------------------|----------|----------------------------|----------------------|-------|
| | Principal | Interest | Denominational Amount | Accreted Interest | |
| 2021 | | | | | |
| 2022 | | | | | |
| 2023 | | | | | |
| 2024 | | | | | |
| 2025 | | | | | |
| 2026 | | | | | |
| 2027 | | | | | |
| 2028 | | | | | |
| 2029 | | | | | |
| 2030 | | | | | |
| 2031 | | | | | |
| 2032 | | | | | |
| 2033 | | | | | |
| 2034 | | | | | |
| 2035 | | | | | |
| 2036 | | | | | |
| 2037 | | | | | |
| 2038 | | | | | |
| 2039 | | | | | |
| 2040 | | | | | |
| 2041 | | | | | |
| 2042 | | | | | |
| 2043 | | | | | |
| 2044 | | | | | |
| 2045 | | | | | |
| 2046 | | | | | |
| Total | | | | | |

Aggregate General Obligation Bond Debt Service Schedule. Combined General Obligation Bond Indebtedness. The following table shows the debt service schedule with respect to all outstanding general obligation bonds of the District, together with debt service due on the Bonds, assuming no optional redemptions.

**OXNARD SCHOOL DISTRICT
Combined General Obligation Bonds Debt Service Schedule**

| Period Ending (August 1) | 2006 Authorization | 2012 Authorization | Refunding GOBs | 2016 Authorization | 2020 Refunding Bonds | Election 2016, Series C Bonds | Total |
|---|-------------------------------|-------------------------------|---------------------------|-------------------------------|-------------------------------------|--|--------------|
| 2021 | - | \$1,090,800 | \$7,488,674 | \$4,131,175 | \$3,419,073 | | |
| 2022 | - | 1,260,600 | 6,146,343 | 4,481,975 | 4,494,360 | | |
| 2023 | - | 1,438,750 | 6,183,941 | 4,401,975 | 4,208,981 | | |
| 2024 | - | 1,617,100 | 7,493,295 | 4,589,875 | 3,087,719 | | |
| 2025 | - | 1,117,850 | 7,991,725 | 4,750,375 | 3,707,510 | | |
| 2026 | - | 1,580,913 | 7,871,637 | 4,902,625 | 3,613,947 | | |
| 2027 | \$3,120,000 | 1,606,475 | 3,614,249 | 5,120,875 | 5,251,645 | | |
| 2028 | 3,245,000 | 2,355,225 | 3,200,149 | 5,349,375 | 4,666,856 | | |
| 2029 | 3,370,000 | 779,750 | 3,198,689 | 5,604,800 | 6,339,207 | | |
| 2030 | 3,505,000 | 853,106 | 945,479 | 5,781,550 | 7,808,895 | | |
| 2031 | 3,650,000 | 923,406 | 689,429 | 6,030,800 | 7,976,828 | | |
| 2032 | 3,795,000 | 1,000,438 | 688,948 | 6,306,800 | 6,923,220 | | |
| 2033 | 3,945,000 | 309,500 | 1,458,315 | 6,588,050 | 6,840,712 | | |
| 2034 | - | 309,500 | 3,264,083 | 6,873,550 | 4,977,578 | | |
| 2035 | - | 309,500 | 3,347,748 | 7,137,300 | 5,162,973 | | |
| 2036 | - | 884,500 | 3,433,399 | 7,437,550 | 4,820,354 | | |
| 2037 | - | 918,656 | 1,617,900 | 7,778,300 | 4,989,215 | | |
| 2038 | - | 2,425,819 | 250,215 | 8,132,800 | 5,155,982 | | |
| 2039 | - | 1,199,350 | 2,226,090 | 8,474,800 | 4,760,526 | | |
| 2040 | - | 1,199,000 | 311,625 | 8,842,300 | 6,857,425 | | |
| 2041 | - | 1,197,425 | 142,525 | 9,223,550 | 3,741,398 | | |
| 2042 | - | 1,199,625 | 144,025 | 8,636,800 | 3,917,868 | | |
| 2043 | - | 1,195,425 | 1,045,350 | 8,965,050 | 1,447,651 | | |
| 2044 | - | - | - | 9,306,050 | 5,507,775 | | |
| 2045 | - | - | - | 9,657,550 | - | | |
| 2046 | - | - | - | 10,027,300 | - | | |
| 2047 | - | - | - | 9,754,500 | - | | |
| TOTAL | \$24,630,000 | \$26,772,713 | \$72,753,831 | \$188,287,650 | \$119,677,697 | | |

SECURITY FOR THE BONDS

Ad Valorem Taxes

Bonds Payable from Ad Valorem Property Taxes. The Bonds are general obligations of the District, payable solely from *ad valorem* property taxes levied and collected by the County. In accordance with California Education Code 15250 and following, the County Board of Supervisors is empowered and obligated to annually levy *ad valorem* taxes for the payment of the Bonds and the interest thereon upon all property within the District subject to taxation by the District, without limitation of rate or amount (except certain personal property which is taxable at limited rates). In no event is the District obligated to pay principal of and interest and redemption premium, if any, on the Bonds out of any funds or properties of the District other than *ad valorem* taxes levied upon all taxable property in the District; provided, however, nothing in the Bond Resolution prevents the District from making advances of its own moneys howsoever derived to any of the uses or purposes permitted by law.

Other Bonds Payable from Ad Valorem Property Taxes. The District has previously issued other general obligation bonds, which are payable from *ad valorem* taxes on a parity basis. In addition to the general obligation bonds issued by the District, there is other debt issued by entities with jurisdiction in the District that is payable from *ad valorem* taxes levied on parcels in the District. See "PROPERTY TAXATION – Direct and Overlapping Debt" below.

Levy and Collection. The County will levy and collect such *ad valorem* taxes in such amounts and at such times as is necessary to ensure the timely payment of debt service. Such taxes, when collected, will be deposited into the debt service fund for the Bonds, which is maintained by the Ventura County Treasurer in accordance with California Education Code Section 15251 and the Bond Resolution, and which is irrevocably pledged for the payment of principal of and interest on the Bonds when due.

District property taxes are assessed and collected by the County in the same manner and at the same time, and in the same installments as other *ad valorem* taxes on real property, and will have the same priority, become delinquent at the same times and in the same proportionate amounts, and bear the same proportionate penalties and interest after delinquency, as do the other *ad valorem* taxes on real property. See "PROPERTY TAXATION" below.

Statutory Lien on Ad Valorem Tax Revenues. Pursuant to Senate Bill 222 effective January 1, 2016, voter-approved general obligation bonds which are secured by *ad valorem* tax collections, including the Bonds, are secured by a statutory lien on all revenues received pursuant to the levy and collection of the property tax imposed to service those bonds. Said lien attaches automatically and is valid and binding from the time the bonds are executed and delivered. The lien is enforceable against the school district or community college district, its successors, transferees, and creditors, and all others asserting rights therein, irrespective of whether those parties have notice of the lien and without the need for any further act.

Annual Tax Rates. The amount of the annual *ad valorem* tax levied by the County to repay the Bonds will be determined by the relationship between the assessed valuation of taxable property in the District and the amount of debt service due on the Bonds. Fluctuations in the annual debt service on the Bonds and the assessed value of taxable property in the District may cause the annual tax rate to fluctuate.

Economic and other factors beyond the District's control, such as economic recession, deflation of property values, a relocation out of the District or financial difficulty or bankruptcy by one or more major property taxpayers, or the complete or partial destruction of taxable property caused by, among other eventualities, earthquake, flood, fire, drought or other natural disaster, could cause a reduction in the assessed value within the District and necessitate a corresponding increase in the annual tax rate. See "PROPERTY TAXATION – Assessed Valuations – Factors Relating to Increases/Decreases in Assessed Value." See also below under the heading "--Disclosure Relating to COVID-19."

Debt Service Fund

The County will establish a "**Debt Service Fund**" for the Bonds, as a separate fund to be maintained distinct from all other funds of the County. All taxes levied by the County for the payment of the principal of and interest and premium (if any) on the Bonds will be deposited in the Debt Service Fund by the County promptly upon receipt. The Debt Service Fund is pledged for the payment of the principal of and interest and premium (if any) on the Bonds when and as the same become due. The County will transfer amounts in the Debt Service Fund to the Paying Agent to the extent necessary to pay the principal of and interest and premium (if any) on the Bonds as the same become due and payable. Funds on deposit in the Debt Service Fund are subject to a statutory lien pursuant to the provisions of Section 15251 of the California Education Code.

If, after payment in full of the Bonds, any amounts remain on deposit in the Debt Service Fund, the District shall transfer such amounts to other debt service funds of the District with respect to outstanding general obligation bonds of the District, if any, and if none, then to its general fund, to be applied solely in a manner which is consistent with the requirements of applicable state and federal tax law.

Not a County Obligation

The Bonds are payable solely from the proceeds of an *ad valorem* tax levied and collected by the County, for the payment of principal, of and interest on the Bonds. Although the County is obligated to collect the *ad valorem* tax for the payment of the Bonds, the Bonds are not a debt of the County.

Disclosure Relating to COVID-19

Background. The outbreak of COVID-19, a respiratory disease caused by a new strain of coronavirus ("**COVID-19**" or "**Coronavirus**"), which was first detected in China and has spread throughout the world, including to the United States, has been declared a Pandemic by the World Health Organization, a National Emergency by President Trump (the "**President**") and a State of Emergency by State Governor Newsom (the "**Governor**"). The emergency has resulted in tremendous volatility in the financial markets in the United States and globally, and the likely onset of a U.S. and global recession.

The President's declaration of a National Emergency on March 13, 2020 made available more than \$50 billion in federal resources to combat the spread of the virus. A multibillion-dollar Coronavirus relief package was signed into law by the President on March 18, 2020, known as the "Families First Coronavirus Response Act," providing for Medicaid expansion, unemployment benefits and paid emergency leave during the crisis. In an effort to calm the markets, the Federal Reserve lowered its benchmark interest rate to nearly zero, introduced a

large bond-buying program and established emergency lending programs to banks and money market mutual funds. Further, on March 27, 2020, the federal legislation known as the “Coronavirus Aid, Relief, and Economic Security Act” (the “**CARES Act**”) was enacted, being a \$2 trillion relief. The package includes direct payments to taxpayers, jobless benefits, assistance to hospitals and healthcare systems, \$367 billion for loans to small businesses, a \$500 billion fund to assist distressed large businesses, including approximately \$30 billion to The Education Stabilization Fund to provide Emergency Relief Grants to educational institutions and local educational agencies in their respective responses to COVID-19. This funding allocation includes approximately \$13.5 billion in formula funding to the Elementary and Secondary School Emergency Fund to make grants available to each state educational agency to facilitate K-12 schools’ responses to COVID-19.

On April 9, 2020, the Federal Reserve took additional actions to provide up to \$2.3 trillion in loans to support the economy, including supplying liquidity to participating financial institutions in the SBA’s Paycheck Protection Program, purchasing up to \$600 billion in loans through the Main Street Lending Program and offering up to \$500 billion in lending to states and municipalities.

On April 24, 2020, an additional \$484 billion federal aid package was signed, to provide additional funding for the local program for distressed small businesses and to provide funds for hospitals and COVID-19 testing. The legislation adds \$310 billion to the Paycheck Protection Program, increases the small business emergency grant and loan program by \$60 billion, and directs \$75 billion to hospitals and \$25 billion to a new COVID-19 testing program.

At the State level, on March 15, 2020, the Governor ordered the closing of California bars and nightclubs, the cancellation of gatherings of more than 250 and confirmed continued funding for school districts that close under certain conditions. On March 16, 2020, the State legislature passed a two-bill package providing \$1.1 billion in general purpose spending authority for emergency funds to respond to the Coronavirus crisis, including \$100 million for schools to pay for facilities cleaning, protective equipment, supplies and labor.

On March 19, 2020, the Governor issued Executive Order N-33-20, a blanket shelter-in-place order, ordering all California residents to stay home except for certain essential jobs and essential needs. Thereafter, on May 4, 2020, the Governor’s Order N-60-20 informed local health jurisdictions and industry sectors that they may gradually reopen pursuant to guidance provided from the State’s Public Health Officer, which was provided on May 7, 2020. The State’s reopening approach is being conducted in accordance with “California’s Pandemic Roadmap” which identifies four stages of the pandemic, being (1) safety and preparation, (2) reopening of lower risk workplaces and other spaces, (3) reopening of higher risk workplaces and other spaces, and (4) easing of final restrictions leading to the end of the state at home order. The Roadmap identifies criteria and procedures for reducing restrictions by local officers that might be less restrictive than statewide measures. The stages will be phased in gradually, and counties which have met readiness criteria and worked with the State Department of Public Health can permit more activities as outlined by the State for variances by county. On August 28, 2020, the State released a “Blueprint for a Safer Economy” (the “**State’s Blueprint**”) with revised criteria for loosening and tightening restrictions on activities based on a tier system. Information about the tier system and new criteria is available in the Governor’s News release at <https://www.gov.ca.gov/2020/08/28/governor-newsom-unveils-blueprint-for-a-safer-economy-a-statewide-stringent-and-slow-plan-for-living-with-covid-19/>. The information on such web site is not incorporated herein by reference.

Local jurisdictions within the State also issued shelter-in-place orders, which can impose greater restrictions than are contained in the State order.

The COVID-19 outbreak is ongoing, and the ultimate geographic spread of the virus, the duration and severity of the outbreak, the economic impacts and actions that may be taken by governmental authorities to contain the outbreak or to treat its impacts are uncertain and cannot be predicted. Additional information with respect to events surround the outbreak of COVID-19 and responses thereto can be found on State and local government websites, including but not limited to: the Governor's office (<http://www.gov.ca.gov>) and the California Department of Public Health (<https://covid19.ca.gov>). *The District has not incorporated by reference the information on such websites, and neither the District nor the Underwriter assume any responsibility for the accuracy of the information on such websites.*

Impacts on Global and Local Economies; Potential Declines in State Revenues. The COVID-19 public health emergency is altering the behavior of businesses and people in a manner that will have negative impacts on global and local economies, including the economy of the State. A substantial increase in unemployment has occurred and a decline in State revenues including derived from personal income tax receipts is expected. The District cannot predict the short or long term impacts the COVID-19 emergency and the responses of federal, State or local governments thereto, will have on global, State-wide and local economies, which could impact District operations and finances, and local property values.

Suspension of Classroom Instruction; Remote Learning. The shelter in place orders suspended in-person classroom instruction throughout California schools from March 2020 through the end of the academic year. School districts in the State have generally commenced the 2020-21 academic year in accordance with the Governor's order of July 17, 2020 (Pandemic Plan for Learning and Safe Schools) and the State's Blueprint.

Schools located in counties in the Tier 1 (Purple-Widespread) tier are not permitted to reopen for in-person instruction until their county has been in Tier 2 (Red -Substantial) or lower tier for at least two weeks. Schools that are K-6 can apply for a waiver to reopen, which can be granted based on satisfying certain criteria. Under the State's Blueprint, as of September 8, 2020, the County is in Tier 1 (Purple).

With respect to funding of school districts in light of the COVID-19 pandemic, State law allows school districts to apply for a waiver to hold them harmless from the loss of State apportionment funding based on attendance and state instructional time penalties when they are forced to close schools due to emergency conditions. In addition, Executive Order N-26-20 provides for continued State funding to support distance learning or independent study, providing subsidized school meals to low-income students, continuing payment for school district employees, and, to the extent practicable, providing for attendance calculations supervision of students during school hours. In addition, Senate Bill 117 (March 17, 2020) addresses attendance issues and instructional hour requirements, among other items, and effectively holds schools harmless from funding losses that could result from these issues under existing education funding formulas. See Appendix B under the heading "DISTRICT FINANCIAL INFORMATION – Education Funding Generally." In addition, federal funding to school districts is available to most school districts under the CARES Act.

The District cannot predict all of the possible impacts that the COVID-19 emergency might have on its finances or programs or the credit ratings on its debt obligations. Examples of

possible effects are on the unanticipated costs of mitigation measures and of implementing distance learning, deteriorating economies reducing local and State revenues, declining assessed values, possible lower credit ratings, material impact on the investments in the State pension trusts, which could materially increase the unfunded actuarial accrued liability of the STRS Defined Benefit Program and PERS Schools Pool, which, in turn, could result in material changes to the District's required contribution rates in future fiscal years, among others.

General Obligation Bonds Secured by Ad Valorem Tax Revenues. Notwithstanding the impacts the COVID-19 emergency may have on the economy in the State, the County and the District or on the District's general purpose revenues, the Bonds described herein are voter-approved general obligations of the District payable solely from the levy and collection of *ad valorem* property taxes, unlimited as to rate or amount, and are not payable from the general fund of the District. The District cannot predict the impacts that the Coronavirus emergency might have on local property values or tax collections. See "SECURITY FOR THE BONDS – Ad Valorem Taxes" and "PROPERTY TAXATION – Teeter Plan; Property Tax Collections" herein.

PROPERTY TAXATION

Property Tax Collection Procedures

Generally. In California, property which is subject to *ad valorem* taxes is classified as "secured" or "unsecured." The "secured roll" is that part of the assessment roll containing (1) state assessed public utilities' property and (2) property the taxes on which are a lien on real property sufficient, in the opinion of the county assessor, to secure payment of the taxes. A tax levied on unsecured property does not become a lien against such unsecured property, but may become a lien on certain other property owned by the taxpayer. Every tax which becomes a lien on secured property has priority over all other liens arising pursuant to State law on such secured property, regardless of the time of the creation of the other liens. Secured and unsecured property are entered separately on the assessment roll maintained by the county assessor. The method of collecting delinquent taxes is substantially different for the two classifications of property.

Property taxes on the secured roll are due in two installments, on November 1 and February 1 of each fiscal year. If unpaid, such taxes become delinquent after December 10 and April 10, respectively, and a 10% penalty attaches to any delinquent payment. In addition, property on the secured roll with respect to which taxes are delinquent is declared tax defaulted on or about June 30 of the fiscal year. Such property may thereafter be redeemed by payment of the delinquent taxes and a delinquency penalty, plus a redemption penalty of 1-1/2% per month to the time of redemption. If taxes are unpaid for a period of five years or more, the property is subject to sale by the county in which the property is located.

Property taxes are levied for each fiscal year on taxable real and personal property situated in the taxing jurisdiction as of the preceding January 1. A bill enacted in 1983, Senate Bill 813 (Statutes of 1983, Chapter 498), however, provided for the supplemental assessment and taxation of property as of the occurrence of a change of ownership or completion of new construction. Thus, this legislation eliminated delays in the realization of increased property taxes from new assessments. As amended, Senate Bill 813 provided increased revenue to taxing jurisdictions to the extent that supplemental assessments of new construction or changes

of ownership occur subsequent to the January 1 lien date and result in increased assessed value.

Property taxes on the unsecured roll are due on the January 1 lien date and become delinquent, if unpaid on the following August 31. A 10% penalty is also attached to delinquent taxes in respect of property on the unsecured roll, and further, an additional penalty of 1-1/2% per month accrues with respect to such taxes beginning the first day of the third month following the delinquency date. The taxing authority has four ways of collecting unsecured personal property taxes: (1) a civil action against the taxpayer; (2) filing a certificate in the office of the county clerk specifying certain facts in order to obtain a judgment lien on certain property of the taxpayer; (3) filing a certificate of delinquency for record in the county recorder's office, in order to obtain a lien on certain property of the taxpayer; and (4) seizure and sale of personal property, improvements or possessory interests belonging or assessed to the assessee. The exclusive means of enforcing the payment of delinquent taxes in respect of property on the secured roll is the sale of the property securing the taxes for the amount of taxes which are delinquent.

Waiver of State Laws Relating to Penalties for Non-Payment of Property Taxes. In an attempt to mitigate the effects of the COVID-19 pandemic on State property taxpayers, on May 6, 2020, the Governor signed Executive Order N-61-20 ("**Order N-61-20**"). Under Order N-61-20, certain provisions of the State Revenue and Taxation Code are suspended until May 6, 2021 to the extent said provisions require a tax collector to impose penalties, costs or interest for the failure to pay secured or unsecured property taxes, or to pay a supplemental bill, before the date that such taxes become delinquent. Said penalties, costs and interest shall be cancelled under the conditions provided for in Order N-61-20, including if the property is residential real property occupied by the taxpayer or the real property qualifies as a small business under certain State laws, the taxes were not delinquent prior to March 4, 2020, the taxpayer files a claim for relief with the tax collector, and the taxpayer demonstrates economic hardship or other circumstances that have arisen due to the COVID-19 pandemic or due to a local, state, or federal governmental response to COVID-19.

Disclaimer Regarding Property Tax Collection Procedures. The property tax collection procedures described above are subject to amendment based on legislation or executive order, including Order N-61-20, which may be enacted by the State legislature or declared by the Governor from time to time. The District cannot predict the impact of Order N-61-20 on property tax revenues in the County or the District, whether future amendments or orders will occur, and what impact, if any, said future amendments or orders could have on the procedures relating to the levy and collection of property taxes, and related interest and penalties.

Taxation of State-Assessed Utility Property

The State Constitution provides that most classes of property owned or used by regulated utilities be assessed by the State Board of Equalization ("**SBE**") and taxed locally. Property valued by the SBE as an operating unit in a primary function of the utility taxpayer is known as "unitary property," a concept designed to permit assessment of the utility as a going concern rather than assessment of each individual element of real and personal property owned by the utility taxpayer. State-assessed unitary and "operating nonunitary" property (which excludes nonunitary property of regulated railways) is allocated to the counties based on the situs of the various components of the unitary property. Except for unitary property of regulated railways and certain other excepted property, all unitary and operating nonunitary property is

taxed at special county-wide rates and tax proceeds are distributed to taxing jurisdictions according to statutory formulae generally based on the distribution of taxes in the prior year.

Assessed Valuations

Assessed Valuation History. The assessed valuation of property in the District is established by the County Assessor, except for public utility property which is assessed by the State Board of Equalization. Assessed valuations are reported at 100% of the “full value” of the property, as defined in Article XIII A of the California Constitution. The full value may be adjusted annually to reflect inflation at a rate not to exceed 2% per year, or to reflect a reduction in the consumer price index or comparable data for the area, or to reflect declines in property value caused by substantial damage, destruction or other factors, including assessment appeals filed by property owners. For a discussion of how properties currently are assessed, see Appendix B under the heading “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS.”

Certain classes of property, such as churches, colleges, not-for-profit hospitals, and charitable institutions, are exempt from property taxation and do not appear on the tax rolls.

Shown in the following table are recent assessed valuations for the District.

**OXNARD SCHOOL DISTRICT
Historical Assessed Valuations
Fiscal Year 2008-09 through Fiscal Year 2019-20**

| Fiscal Year | Local Secured | Utility | Unsecured | Total Before Redevelopment Increment | % Change |
|-------------|------------------|--------------|---------------|--------------------------------------|----------|
| 2008-09 | \$10,289,763,060 | \$44,811,506 | \$588,785,515 | \$10,923,360,081 | -- |
| 2009-10 | 9,586,571,904 | 48,411,506 | 621,989,118 | 10,256,972,528 | (6.5)% |
| 2010-11 | 9,534,052,884 | 76,631,223 | 612,272,200 | 10,222,956,307 | (0.3) |
| 2011-12 | 9,474,840,551 | 66,837,369 | 587,163,739 | 10,128,841,659 | (0.9) |
| 2012-13 | 9,577,905,562 | 53,637,640 | 593,233,603 | 10,224,776,805 | 0.9 |
| 2013-14 | 9,875,630,783 | 34,435,156 | 613,236,660 | 10,523,302,599 | 2.9 |
| 2014-15 | 10,597,503,942 | 39,593,576 | 621,441,796 | 11,258,539,314 | 7.0 |
| 2015-16 | 11,159,738,946 | 35,923,728 | 615,391,189 | 11,811,053,863 | 4.9 |
| 2016-17 | 11,572,450,695 | 27,821,419 | 630,809,104 | 12,231,081,218 | 3.6 |
| 2017-18 | 12,162,886,371 | 26,420,545 | 624,628,048 | 12,813,934,964 | 4.8 |
| 2018-19 | 12,722,763,657 | 22,019,444 | 665,603,830 | 13,410,386,931 | 4.7 |
| 2019-20 | 13,296,260,662 | 19,486 | 766,628,545 | 14,062,908,693 | 4.9 |

Source: California Municipal Statistics, Inc.

Factors Relating to Increases/Decreases in Assessed Value. Economic Conditions; Disasters. As indicated in the previous table, assessed valuations are subject to change in each year. Increases or decreases in assessed valuation result from a variety of factors including but not limited to general economic conditions, supply and demand for real property in the area, government regulations such as zoning, and man-made or natural disasters such as earthquakes, fires, floods and drought, or epidemics such as COVID-19. Notable natural disasters in recent years include drought conditions throughout the State, which ended in 2017 due to record-level precipitation in late 2016 and early 2017, and wildfires in different regions of the State, and related flooding and mudslides. The most destructive of the recent wildfires, which have burned thousands of acres and destroyed thousands of homes and structures, have originated in wildlands adjacent to urban areas. Seismic activity is also a risk in the region

where the District is located. Although fires have occurred in areas adjacent to the District, recent major wildfires have not occurred within District boundaries.

Currently the world is experiencing a global pandemic as a result of the outbreak of COVID-19 which could result in an economic recession or depression that could cause general marked declines in property values. For disclosure relating to the COVID-19 emergency, see also "SECURITY FOR THE BONDS – Disclosure Relating to Coronavirus."

The District cannot predict or make any representations regarding the effects that wildfires, other type of natural or manmade disasters and related conditions or economic conditions have or may have on the value of taxable property within the District, or to what extent the effects said disasters might have on economic activity in the District or throughout the State.

Initiative for Split-Roll Approach to Property Taxation. A State constitutional amendment designated as the California Schools and Local Community Funding Act of 2020, has qualified by initiative for the November 3, 2020 ballot which, if approved by State voters by majority vote, would amend the Constitution to change to a split roll approach to determine property values for purposes of property taxation. If approved, the Constitution will be amended to provide for the reassessment to fair market value of certain commercial and industrial real properties every three years, overriding the current two percent limitation on annual assessment increases until a property changes ownership. The resulting increases in property tax revenues would be allocated among local public agencies. The District cannot predict if such initiative will be successful or the impact it might have on assessed values in the District.

Parcels by Land Use. The following table shows a breakdown of local secured property assessed value and parcels within the District by land use for Fiscal Year 2019-20.

**OXNARD SCHOOL DISTRICT
Local Secured Property Assessed Valuation and Parcels by Land Use
Fiscal Year 2019-20**

| | 2019-20 Assessed Valuation ⁽¹⁾ | % of Total | No. of Parcels | % of Total |
|---------------------------------|--|-----------------------|---------------------------|-----------------------|
| Non-Residential: | | | | |
| Agricultural | \$ 204,264,836 | 1.54% | 130 | 0.41% |
| Commercial | 793,767,029 | 5.97 | 855 | 2.69 |
| Vacant Commercial | 27,390,874 | 0.21 | 56 | 0.18 |
| Industrial/Food Processing | 1,463,048,246 | 11.00 | 611 | 1.92 |
| Oil & Gas Production | 151,899,962 | 1.14 | 42 | 0.13 |
| Vacant Industrial | 54,768,739 | 0.41 | 92 | 0.29 |
| Recreational | 16,787,307 | 0.13 | 26 | 0.08 |
| Government/Social/Institutional | 8,574,162 | 0.06 | 484 | 1.52 |
| Miscellaneous | <u>35,308,526</u> | <u>0.27</u> | <u>250</u> | <u>0.79</u> |
| Subtotal Non-Residential | \$2,755,809,681 | 20.73% | 2,546 | 8.01% |
| Residential: | | | | |
| Single Family Residence | \$7,320,378,777 | 55.06% | 18,679 | 58.79% |
| Condominium/Townhouse | 2,225,649,296 | 16.74 | 6,814 | 21.45 |
| Mobile Home | 13,945,808 | 0.10 | 656 | 2.06 |
| Mobile Home Park | 11,948,429 | 0.09 | 8 | 0.03 |
| 2-4 Residential Units | 323,526,022 | 2.43 | 909 | 2.86 |
| 5+ Residential Units/Apartments | 484,078,240 | 3.64 | 288 | 0.91 |
| Hotel/Motel | 72,398,261 | 0.54 | 59 | 0.19 |
| Timeshare | 723,269 | 0.01 | 1,647 | 5.18 |
| Vacant Residential | <u>87,802,879</u> | <u>0.66</u> | <u>164</u> | <u>0.52</u> |
| Subtotal Residential | \$10,540,450,981 | 79.27% | 29,224 | 91.99% |
| Total | \$13,296,260,662 | 100.00% | 31,770 | 100.00% |

(1) Local Secured Assessed Valuation, excluding tax-exempt property.
Source: California Municipal Statistics, Inc.

Per Parcel Assessed Valuation of Single-Family Homes. The table below shows the per parcel assessed valuation of single-family homes in the District for Fiscal Year 2019-20.

**OXNARD SCHOOL DISTRICT
Per Parcel Assessed Valuation of Single-Family Homes
Fiscal Year 2019-20**

| | No. of Parcels | 2019-20 Assessed Valuation | Average Assessed Valuation | Median Assessed Valuation |
|----------------------------------|---------------------------|---------------------------------------|---------------------------------------|--------------------------------------|
| Single Family Residential | 18,679 | \$7,320,378,777 | \$391,904 | \$342,955 |

| 2019-20 Assessed Valuation | No. of Parcels ⁽¹⁾ | % of Total | Cumulative % of Total | Total Valuation | % of Total | Cumulative % of Total |
|---------------------------------------|--|-----------------------|----------------------------------|----------------------------|-----------------------|----------------------------------|
| \$0 - \$49,999 | 631 | 3.378% | 3.378% | \$ 25,373,604 | 0.347% | 0.347% |
| \$50,000 - \$99,999 | 1,571 | 8.411 | 11.789 | 111,290,953 | 1.520 | 1.867 |
| \$100,000 - \$149,999 | 831 | 4.449 | 16.237 | 103,738,801 | 1.417 | 3.284 |
| \$150,000 - \$199,999 | 1,019 | 5.455 | 21.693 | 180,968,399 | 2.472 | 5.756 |
| \$200,000 - \$249,999 | 1,753 | 9.385 | 31.078 | 398,990,785 | 5.450 | 11.207 |
| \$250,000 - \$299,999 | 1,938 | 10.375 | 41.453 | 531,817,122 | 7.265 | 18.471 |
| \$300,000 - \$349,999 | 1,832 | 9.808 | 51.261 | 594,979,234 | 8.128 | 26.599 |
| \$350,000 - \$399,999 | 1,779 | 9.524 | 60.785 | 666,317,702 | 9.102 | 35.701 |
| \$400,000 - \$449,999 | 1,614 | 8.641 | 69.426 | 684,031,223 | 9.344 | 45.046 |
| \$450,000 - \$499,999 | 1,351 | 7.233 | 76.658 | 638,256,449 | 8.719 | 53.764 |
| \$500,000 - \$549,999 | 949 | 5.081 | 81.739 | 497,262,699 | 6.793 | 60.557 |
| \$550,000 - \$599,999 | 796 | 4.261 | 86.000 | 457,868,980 | 6.255 | 66.812 |
| \$600,000 - \$649,999 | 621 | 3.325 | 89.325 | 386,396,744 | 5.278 | 72.090 |
| \$650,000 - \$699,999 | 429 | 2.297 | 91.622 | 288,542,861 | 3.942 | 76.032 |
| \$700,000 - \$749,999 | 318 | 1.702 | 93.324 | 230,331,892 | 3.146 | 79.179 |
| \$750,000 - \$799,999 | 246 | 1.317 | 94.641 | 190,390,317 | 2.601 | 81.779 |
| \$800,000 - \$849,999 | 146 | 0.782 | 95.423 | 120,762,229 | 1.650 | 83.429 |
| \$850,000 - \$899,999 | 108 | 0.578 | 96.001 | 93,874,876 | 1.282 | 84.711 |
| \$900,000 - \$949,999 | 94 | 0.503 | 96.504 | 87,011,672 | 1.189 | 85.900 |
| \$950,000 - \$999,999 | 51 | 0.273 | 96.777 | 49,627,313 | 0.678 | 86.578 |
| \$1,000,000 and greater | <u>602</u> | <u>3.223</u> | 100.000 | <u>982,544,922</u> | <u>13.422</u> | 100.000 |
| Total | 18,679 | 100.000% | | \$7,320,378,777 | 100.000% | |

(1)Improved single-family residential parcels. Excludes condominiums and parcels with multiple family units.
Source: California Municipal Statistics, Inc.

Reassessments and Appeals of Assessed Value

There are general means by which assessed values can be reassessed or appealed that could adversely impact property tax revenues within the District.

Appeals may be based on Proposition 8 of November 1978, which requires that for each January 1 lien date, the taxable value of real property must be the lesser of its base year value, annually adjusted by the inflation factor pursuant to Article XIII A of the State Constitution, or its full cash value, taking into account reductions in value due to damage, destruction, depreciation, obsolescence, removal of property or other factors causing a decline in value. See "CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS – Article XIII A of the California Constitution" in Appendix B.

Under California law, property owners may apply for a Proposition 8 reduction of their property tax assessment by filing a written application, in form prescribed by the State Board of Equalization, with the County board of equalization or assessment appeals board. In most

cases, the appeal is filed because the applicant believes that present market conditions (such as residential home prices) cause the property to be worth less than its current assessed value.

Any reduction in the assessment ultimately granted as a result of such appeal applies to the year for which application is made and during which the written application was filed. These reductions are subject to yearly reappraisals and are adjusted back to their original values, adjusted for inflation, when market conditions improve. Once the property has regained its prior value, adjusted for inflation, it once again is subject to the annual inflationary factor growth rate allowed under Article XIII A.

A second type of assessment appeal involves a challenge to the base year value of an assessed property. Appeals for reduction in the base year value of an assessment, if successful, reduce the assessment for the year in which the appeal is taken and prospectively thereafter. The base year is determined by the completion date of new construction or the date of change of ownership. Any base year appeal must be made within four years of the change of ownership or new construction date.

Proposition 8 reductions may also be unilaterally applied by the County Assessor. The District cannot predict the changes in assessed values that might result from pending or future appeals by taxpayers or by reductions initiated by the County Assessor. Any reduction in aggregate District assessed valuation due to appeals, as with any reduction in assessed valuation due to other causes, will cause the tax rate levied to repay the Bonds to increase accordingly, so that the fixed debt service on the Bonds (and other outstanding general obligation bonds, if any) may be paid.

Typical Tax Rates

The table below summarizes the total *ad valorem* tax rates levied by all taxing entities for property in the District which lies in Tax Rate Area 3-001 (26.62% of District's total 2019-20 assessed value) during fiscal years 2015-16 through 2019-20.

OXNARD SCHOOL DISTRICT
Typical Tax Rates
(TRA 3-001)
Dollars per \$100 of Assessed Valuation
Fiscal Years 2015-16 through 2019-20

| | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20 |
|-----------------------------|-------------------|-------------------|-------------------|-------------------|-------------------|
| 1% General Fund Levy | \$1.000000 | \$1.000000 | \$1.000000 | \$1.000000 | \$1.000000 |
| Oxnard School District | .099200 | .092100 | .083700 | .110900 | .105900 |
| Oxnard Union HSD | .028200 | .022100 | .028700 | .047500 | .049100 |
| Ventura CCD | .013000 | .015500 | .015100 | .015200 | .014300 |
| Metropolitan Water District | .003500 | .003500 | .003500 | .003500 | .003500 |
| City of Oxnard | .067563 | .047429 | .068774 | .062796 | .060177 |
| Total | \$1.211463 | \$1.180629 | \$1.199774 | \$1.239896 | \$1.232977 |

Source: California Municipal Statistics, Inc.

Secured Tax Levies and Delinquencies - Teeter Plan

The Board of Supervisors of the County has adopted the Alternative Method of Distribution of Tax Levies and Collections and of Tax Sale Proceeds (the “**Teeter Plan**”), as provided for in Section 4701 *et seq.* of the California Revenue and Taxation Code. Under the Teeter Plan, each entity levying property taxes in the County may draw on the amount of uncollected secured taxes credited to its fund, in the same manner as if the amount credited had been collected. The District participates in the Teeter Plan, and thus receives 100% of secured property taxes levied in exchange for foregoing any interest and penalties collected on delinquent taxes. Currently, the County includes general obligation bond levies, including for general obligation bonds issued by the District, in its Teeter Plan.

So long as the Teeter Plan remains in effect and the County continues to include the District in the Teeter Plan, the District’s receipt of revenues with respect to the levy of *ad valorem* property taxes will not be dependent upon actual collections of the *ad valorem* property taxes by the County. However, under the statute creating the Teeter Plan, the Board of Supervisors of the County could, under certain circumstances, terminate the Teeter Plan in its entirety and, in addition, the Board of Supervisors of the County could terminate the Teeter Plan with respect to the District if the delinquency rate for all *ad valorem* property taxes levied within the District in any year exceeds 3%. In the event that the Teeter Plan were terminated in the County with regard to the secured tax roll, the amount of the levy of *ad valorem* property taxes in the District would depend upon the collections of the *ad valorem* property taxes within the County and delinquency rates experienced with respect to the parcels within the District. With respect to general obligation bonds, county assessors are authorized to levy taxes sufficient to pay debt service on bonds coming due, including at a rate that will provide for a reserve in the event of delinquencies. The District cannot represent the sufficiency of any such reserve to the extent necessary to cover delinquent taxes, to the extent the Teeter Plan were amended or discontinued.

The District cannot provide any assurances that the County will continue to maintain the Teeter Plan described above, or will have sufficient funds available to distribute the full amount of the District’s share of property tax collections to the District. The ability of the County to maintain the Teeter Plan may depend on its financial resources and may be affected by future property tax delinquencies. Property tax delinquencies may be impacted by economic and other factors beyond the District’s or the County’s control, including the ability or willingness of property owners to pay property taxes during an economic recession or depression. An economic recession or depression could be caused by many factors outside the control of the District, including high interest rates, reduced consumer confidence, reduced real wages or reduced economic activity as a result of the spread of COVID-19 or other outbreak of disease or natural or manmade disaster. See “SECURITY FOR THE BONDS – Disclosure Relating to the COVID-19.”

Furthermore, the District cannot predict the impact, if any, that changes or modifications to property tax collection procedures, including Order N-61-20 which waives the collection of certain penalties and interest on delinquent property taxes resulting from the COVID-19 pandemic, might have on the County’s Teeter Plan. See “PROPERTY TAXATION – Property Tax Collection Procedures” herein.

Notwithstanding the Teeter Plan, the following table shows secured tax charges and delinquencies for secured property in the District for property within the District for fiscal years 2010-11 through 2018-19 with respect to the one percent general fund apportionment.

**OXNARD SCHOOL DISTRICT
Secured Tax Charges and Delinquencies
Fiscal Years 2010-11 Through 2018-19**

| <u>Fiscal Year</u> | <u>Secured Tax Charge⁽¹⁾</u> | <u>Amount Delinquent June 30</u> | <u>Percent Delinquent June 30</u> |
|--------------------|---|--|---|
| 2010-11 | \$18,765,320 | \$357,250 | 1.90% |
| 2011-12 | 18,542,778 | 266,915 | 1.44 |
| 2012-13 | 18,752,651 | 257,067 | 1.37 |
| 2013-14 | 19,310,523 | 175,741 | 0.91 |
| 2014-15 | 20,727,531 | 171,390 | 0.83 |
| 2015-16 | 21,915,073 | 299,222 | 1.37 |
| 2016-17 | 22,639,025 | 183,585 | 0.81 |
| 2017-18 | 23,700,425 | 178,793 | 0.75 |
| 2018-19 | 24,834,149 | 181,150 | 0.73 |

(1) 1% General Fund apportionment.
Source: California Municipal Statistics, Inc

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Largest Property Owners

The following table shows the 20 largest taxpayers in the District as determined by local secured assessed valuation in fiscal year 2019-20. Each taxpayer listed below is a unique name listed on the tax rolls. The District cannot determine from County assessment records whether individual persons, corporations or other organizations are liable for tax payments with respect to multiple properties held in various names that in aggregate may be larger than is suggested by the table below. A large concentration of ownership in a single individual or entity results in a greater amount of tax collections which are dependent upon that property owner's ability or willingness to pay property taxes.

OXNARD SCHOOL DISTRICT Largest 2019-20 Local Secured Taxpayers

| | Property Owner | Primary Land Use | 2019-20 Assessed Valuation | % of Total⁽¹⁾ |
|-----|------------------------------------|-------------------------|---------------------------------------|-------------------------------------|
| 1. | CA Resources Petroleum Corp. | Oil & Gas Production | \$129,560,294 | 0.97% |
| 2. | F. Oliveira Ranch Co., Lessor | Shopping Center | 90,671,671 | 0.68 |
| 3. | BG Terminal CA LLC, Lessor | Industrial | 71,597,737 | 0.54 |
| 4. | Pegh Investments LLC | Industrial | 64,380,627 | 0.48 |
| 5. | Seminis Vegetable Seeds Inc. | Industrial | 53,799,945 | 0.40 |
| 6. | Centerpoint Mall LLC | Shopping Center | 52,184,419 | 0.39 |
| 7. | Sysco Food Services of Ventura | Industrial | 45,856,127 | 0.34 |
| 8. | Cedar Cresting LP | Apartments | 41,730,806 | 0.31 |
| 9. | Western Precooling Systems | Industrial | 38,408,776 | 0.29 |
| 10. | Madera My Dear LP | Apartments | 37,684,500 | 0.28 |
| 11. | MPL Property Holdings LLC | Residential Land | 35,440,093 | 0.27 |
| 12. | Ostrow Partnership | Shopping Center | 31,769,650 | 0.24 |
| 13. | Swift Investments Co. | Shopping Center | 31,713,953 | 0.24 |
| 14. | Boskovich Farms Inc. | Industrial | 30,491,401 | 0.23 |
| 15. | ROIC California LLC | Shopping Center | 30,124,065 | 0.23 |
| 16. | Raypak Inc. | Industrial | 29,902,624 | 0.22 |
| 17. | Cavort Properties LP | Apartments | 29,392,765 | 0.22 |
| 18. | Rexford Industrial Realty LP | Industrial | 28,817,658 | 0.22 |
| 19. | John McGrath Family Partnership LP | Commercial Properties | 27,282,157 | 0.21 |
| 20. | Deardorff-Jackson Co. | Industrial | <u>26,125,731</u> | <u>0.20</u> |
| | | | \$926,934,999 | 6.97% |

(1) 2019-20 local secured assessed valuation:\$13,296,260,662
Source: California Municipal Statistics, Inc.

Direct and Overlapping Debt

Set forth below is a direct and overlapping debt report (the “**Debt Report**”) prepared by California Municipal Statistics, Inc. with respect to debt dated as of August 1, 2020. The Debt Report is included for general information purposes only. The District has not reviewed the Debt Report for completeness or accuracy and makes no representation in connection therewith. The Debt Report generally includes long-term obligations sold in the public credit markets by public agencies whose boundaries overlap the boundaries of the District in whole or in part. Such long-term obligations generally are not payable from revenues of the District (except as indicated) nor are they necessarily obligations secured by land within the District. In many cases, long-term obligations issued by a public agency are payable only from the general fund or other revenues of such public agency.

OXNARD SCHOOL DISTRICT Statement of Direct and Overlapping Bonded Debt Dated as of August 1, 2020

2019-20 Assessed Valuation: \$14,062,908,693

| <u>DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT:</u> | <u>% Applicable</u> | <u>Debt 8/1/20</u> |
|--|----------------------------|----------------------------|
| Metropolitan Water District | 0.445% | \$ 165,985 |
| Ventura County Community College District | 9.962 | 26,894,358 |
| Oxnard Union High School District | 30.790 | 76,558,416 |
| Oxnard School District | 100.000 | 254,379,093 (1) (2) |
| City of Oxnard Community Facilities District No. 1 | 100.000 | 7,175,000 |
| City of Oxnard Community Facilities District No. 3 | 100.000 | 24,135,000 |
| City of Oxnard 1915 Act Bonds (Estimate) | Various | <u>2,539,580</u> |
| TOTAL DIRECT AND OVERLAPPING TAX AND ASSESSMENT DEBT | | \$391,847,432 |
| | | |
| <u>DIRECT AND OVERLAPPING GENERAL FUND DEBT:</u> | | |
| Ventura County Certificates of Participation | 9.959% | \$33,309,369 |
| Ventura County Superintendent of Schools Certificates of Participation | 9.959 | 874,898 |
| Oxnard Union High School District Certificates of Participation | 30.790 | 5,597,885 |
| Oxnard School District Certificates of Participation | 100.000 | 10,497,900 |
| City of Oxnard General Fund Obligation | 61.153 | 47,907,524 |
| City of Port Hueneme Pension Obligation Bonds | 37.804 | 1,278,249 |
| City of San Buenaventura General Fund Obligations | 0.012 | <u>3,063</u> |
| TOTAL DIRECT AND OVERLAPPING GENERAL FUND DEBT | | \$99,468,888 |
| | | |
| <u>OVERLAPPING TAX INCREMENT DEBT (Successor Agency):</u> | | |
| Oxnard Redevelopment Agency H.E.R.O. Project Area | 33.524% | \$ 5,900,224 |
| Oxnard Redevelopment Agency Merged Project Area | 100.000 | <u>7,075,000</u> |
| TOTAL OVERLAPPING TAX INCREMENT DEBT | | \$12,975,224 |
| | | |
| COMBINED TOTAL DEBT | | \$504,291,544 (3) |

Ratios to 2019-20 Assessed Valuation:

| | |
|--|--------------|
| Direct Debt (\$254,379,093) | 1.81% |
| Total Direct and Overlapping Tax and Assessment Debt | 2.79% |
| Combined Direct Debt (\$264,876,993) | 1.88% |
| Combined Total Debt | 3.59% |

Ratios to Redevelopment Incremental Valuation (\$1,344,736,448):

| | |
|--------------------------------------|-------|
| Overlapping Tax Increment Debt | 0.96% |
|--------------------------------------|-------|

(1) Excludes the Bonds but includes the Refunded Bonds.

(2) Excludes accreted value of capital appreciation bonds.

(3) Excludes tax and revenue anticipation notes, enterprise revenue, mortgage revenue and non-bonded capital lease obligations.

Source: California Municipal Statistics, Inc.

BOND INSURANCE

The following information has been furnished by the Bond Insurer for use in this Official Statement. No representation is made as to the accuracy or completeness of this information, or the absence of material adverse changes therein at any time subsequent to the date hereof. Reference is made to APPENDIX H for a specimen of the Policy.

-TO COME-

TAX MATTERS

Federal Tax Status. In the opinion of Jones Hall, A Professional Law Corporation, San Francisco, California, Bond Counsel, subject, however to the qualifications set forth below, under existing law, the interest on the Bonds is excluded from gross income for federal income tax purposes and such interest is not an item of tax preference for purposes of the federal alternative minimum tax.

The opinions set forth in the preceding paragraph are subject to the condition that the District comply with all requirements of the Internal Revenue Code of 1986, as amended (the "**Tax Code**") relating to the exclusion from gross income for federal income tax purposes of interest on obligations such as the Bonds. The District has made certain representations and covenants in order to comply with each such requirement. Inaccuracy of those representations, or failure to comply with certain of those covenants, may cause the inclusion of such interest in gross income for federal income tax purposes, which may be retroactive to the date of issuance of the Bonds.

Tax Treatment of Original Issue Discount and Premium. If the initial offering price to the public at which a Bond is sold is less than the amount payable at maturity thereof, then such difference constitutes "original issue discount" for purposes of federal income taxes and State of California personal income taxes. If the initial offering price to the public at which a Bond is sold is greater than the amount payable at maturity thereof, then such difference constitutes "original issue premium" for purposes of federal income taxes and State of California personal income taxes. *De minimis* original issue discount and original issue premium are disregarded.

Under the Tax Code, original issue discount is treated as interest excluded from federal gross income and exempt from State of California personal income taxes to the extent properly allocable to each owner thereof subject to the limitations described in the first paragraph of this section. The original issue discount accrues over the term to maturity of the Bond on the basis of a constant interest rate compounded on each interest or principal payment date (with straight-line interpolations between compounding dates). The amount of original issue discount accruing during each period is added to the adjusted basis of such Bonds to determine taxable gain upon disposition (including sale, redemption, or payment on maturity) of such Bond. The Tax Code contains certain provisions relating to the accrual of original issue discount in the case of purchasers of the Bonds who purchase the Bonds after the initial offering of a substantial amount of such maturity. Owners of such Bonds should consult their own tax advisors with respect to the tax consequences of ownership of Bonds with original issue discount, including the treatment of purchasers who do not purchase in the original offering, the allowance of a deduction for any loss on a sale or other disposition, and the treatment of

accrued original issue discount on such Bonds under federal individual alternative minimum taxes.

Under the Tax Code, original issue premium is amortized on an annual basis over the term of the Bond (said term being the shorter of the Bond's maturity date or its call date). The amount of original issue premium amortized each year reduces the adjusted basis of the owner of the Bond for purposes of determining taxable gain or loss upon disposition. The amount of original issue premium on a Bond is amortized each year over the term to maturity of the Bond on the basis of a constant interest rate compounded on each interest or principal payment date (with straight-line interpolations between compounding dates). Amortized Bond premium is not deductible for federal income tax purposes. Owners of premium Bonds, including purchasers who do not purchase in the original offering, should consult their own tax advisors with respect to State of California personal income tax and federal income tax consequences of owning such Bonds.

California Tax Status. In the further opinion of Bond Counsel, interest on the Bonds is exempt from California personal income taxes.

Other Tax Considerations. Current and future legislative proposals, if enacted into law, clarification of the Tax Code or court decisions may cause interest on the Bonds to be subject, directly or indirectly, to federal income taxation or to be subject to or exempted from state income taxation, or otherwise prevent beneficial owners from realizing the full current benefit of the tax status of such interest. The introduction or enactment of any such legislative proposals, clarification of the Tax Code or court decisions may also affect the market price for, or marketability of, the Bonds. It cannot be predicted whether or in what form any such proposal might be enacted or whether, if enacted, such legislation would apply to bonds issued prior to enactment.

The opinions expressed by Bond Counsel are based upon existing legislation and regulations as interpreted by relevant judicial and regulatory authorities as of the date of such opinion, and Bond Counsel has expressed no opinion with respect to any proposed legislation or as to the tax treatment of interest on the Bonds, or as to the consequences of owning or receiving interest on the Bonds, as of any future date. Prospective purchasers of the Bonds should consult their own tax advisors regarding any pending or proposed federal or state tax legislation, regulations or litigation, as to which Bond Counsel expresses no opinion.

Owners of the Bonds should also be aware that the ownership or disposition of, or the accrual or receipt of interest on, the Bonds may have federal or state tax consequences other than as described above. Other than as expressly described above, Bond Counsel expresses no opinion regarding other federal or state tax consequences arising with respect to the Bonds, the ownership, sale or disposition of the Bonds, or the amount, accrual or receipt of interest on the Bonds.

Form of Opinion. A copy of the proposed form of opinion of Bond Counsel is attached hereto as APPENDIX D.

CERTAIN LEGAL MATTERS

Legality for Investment

Under provisions of the California Financial Code, the Bonds are legal investments for commercial banks in California to the extent that the Bonds, in the informed opinion of the bank, are prudent for the investment of funds of depositors, and under provisions of the California Government Code, the Bonds are eligible to secure deposits of public moneys in California.

Absence of Litigation

No litigation is pending or threatened concerning the validity of the Bonds, and a certificate to that effect will be furnished to purchasers at the time of the original delivery of the Bonds. The District is not aware of any litigation pending or threatened that (i) questions the political existence of the District, (ii) contests the District's ability to receive *ad valorem* taxes or to collect other revenues or (iii) contests the District's ability to issue and retire the Bonds.

The District is routinely subject to lawsuits and claims in the regular course of administering the District. In the opinion of the District, the aggregate amount of the uninsured liabilities of the District under these lawsuits and claims will not materially affect the financial position or operations of the District.

Compensation of Certain Professionals

Payment of the fees and expenses of Jones Hall, A Professional Law Corporation, as Bond Counsel and Disclosure Counsel to the District, Norton Rose Fulbright US LLP, as Underwriter's Counsel, and CFW Advisory Services, LLC, as financial advisor to the District, is contingent upon issuance of the Bonds.

CONTINUING DISCLOSURE

The District has covenanted for the benefit of holders and beneficial owners of the Bonds to provide certain financial information and operating data relating to the District by not later than nine (9) months following the end of the District's fiscal year (which currently would be by March 31 each year based upon the June 30 end of the District's fiscal year), commencing by March 31, 2021, with the report for the 2019-20 Fiscal Year (the "**Annual Report**"), and to provide notices of the occurrence of certain enumerated events. The Annual Report and any event notices will be filed by the District with the Municipal Securities Rulemaking Board (the "**MSRB**"). The specific nature of the information to be contained in an Annual Report or other notices is set forth below under the caption "APPENDIX E - FORM OF CONTINUING DISCLOSURE CERTIFICATE." These covenants have been made in order to assist the Underwriter in complying with S.E.C. Rule 15c2-12(b)(5) (the "**Rule**").

The District has made undertakings pursuant to the Rule in connection with prior debt issuances. Specific instances of non-compliance with prior undertakings in the previous five years are (i) filing annual reports for fiscal years 2014 and 2015 late, (ii) filing operating data late or filing operating data that did not conform to all of the requirements of certain previous undertakings for fiscal years ending 2014, 2015, 2017 and 2018, (iii) the late filing of the District's first interim and budget reports for the fiscal years ending in 2014 through 2018, which have a December 1 filing deadline, (iv) not filing in a timely manner notices of rating changes

with respect to rating downgrades and upgrades for bond insurers which insure certain of the District's debt issues, and (v) not filing in a timely manner notices of failure to file annual reports and ratings change notices.

The District currently serves as its own dissemination agent in connection with its prior undertakings as well as the undertaking relating to the Bonds.

Neither the County nor any other entity other than the District shall have any obligation or incur any liability whatsoever with respect to the performance of the District's duties regarding continuing disclosure.

RATINGS

S&P Global Ratings, a business unit of Standard & Poor's Financial Services LLC ("**S&P**"), is expected to assign its rating of "____" to the Bonds, based on the understanding that the Bond Insurer will deliver its Bond Insurance Policy with respect to the Bonds upon delivery. See "BOND INSURANCE."

In addition, S&P has assigned an underlying rating of "____" to the Bonds. Such ratings reflect only the view of S&P and an explanation of the significance of such ratings may be obtained only from S&P. The District has provided certain additional information and materials to S&P (some of which does not appear in this Official Statement). There is no assurance that such ratings will continue for any given period of time or that the ratings will not be revised downward or withdrawn entirely by S&P if, in the judgment of such rating agency, circumstances so warrant. Any such downward revision or withdrawal of such ratings may have an adverse effect on the market price of the Bonds.

UNDERWRITING

The Bonds are being purchased by Raymond James & Associates, Inc. (the "**Underwriter**"). The Underwriter has agreed to purchase the Bonds at a price of \$_____ which is equal to the initial principal amount of the Bonds of \$_____, plus original issue premium of \$_____ less an Underwriter's discount of \$_____.

The bond purchase agreement relating to the Bonds provides that the Underwriter will purchase all of the Bonds (if any are purchased), and provides that the Underwriter's obligation to purchase is subject to certain terms and conditions, including the approval of certain legal matters by counsel.

The Underwriter may offer and sell Bonds to certain dealers and others at prices lower than the offering prices stated on the inside cover page hereof. The offering prices may be changed by the Underwriter.

ADDITIONAL INFORMATION

The discussions herein about the Bond Resolution and the Continuing Disclosure Certificate are brief outlines of certain provisions thereof. Such outlines do not purport to be complete and for full and complete statements of such provisions reference is made to such documents. Copies of these documents mentioned are available from the Underwriter and following delivery of the Bonds will be on file at the offices of the Paying Agent in Los Angeles, California.

References are also made herein to certain documents and reports relating to the District; such references are brief summaries and do not purport to be complete or definitive. Copies of such documents are available upon written request to the District.

Any statements in this Official Statement involving matters of opinion, whether or not expressly so stated, are intended as such and not as representations of fact. This Official Statement is not to be construed as a contract or agreement between the District and the purchasers or Owners of any of the Bonds.

The execution and delivery of this Official Statement have been duly authorized by the District.

OXNARD SCHOOL DISTRICT

By: _____
Assistant Superintendent,
Business & Fiscal Services

APPENDIX A
OXNARD SCHOOL DISTRICT
AUDITED FINANCIAL STATEMENTS FOR FISCAL YEAR 2018-19

APPENDIX B

DISTRICT GENERAL AND FINANCIAL INFORMATION

The information in this and other sections concerning the District's operations and operating budget is provided as supplementary information only, and it should not be inferred from the inclusion of this information in this Official Statement that the principal of and interest on the Bonds is payable from the general fund of the District. The Bonds are payable solely from the proceeds of an ad valorem property tax required to be levied by the County on taxable property within the District in an amount sufficient for the payment thereof. See "SECURITY FOR THE BONDS" in the front portion of this Official Statement.

GENERAL DISTRICT INFORMATION

General Information

The District consists of an area of 28 square miles located in the southeastern portion of Ventura County (the "**County**"). It was established in 1873 and provides transitional kindergarten through eighth grade educational services to the residents of the City of Oxnard and a portion of the City of Port Hueneme. The District has eleven K-5 elementary schools, six K-8 schools, three 6-8 middle schools, and one special education annex. Enrollment is budgeted for approximately for 15,434 students in fiscal year 2020-21.

Administration

Board of Trustees. The District is governed by a five-member Board of Trustees, with each member elected to a four-year term. Elections for positions on the Board of Trustees are held every two years, alternating between two and three available positions. Current members of the Board of Trustees, together with their office and the date their term expires, are listed below:

| Name | Office | Term Expires |
|-----------------------|---------------|---------------------|
| Monica Madrigal Lopez | President | November 2020 |
| Debra Cordes | Clerk | November 2022 |
| Jarely Lopez | Trustee | November 2020 |
| Denis O' Leary | Trustee | November 2020 |
| Veronica Robles-Solis | Trustee | November 2022 |

Administration. The day-to-day operations are managed by a Board-appointed Superintendent. Currently, Karling Aguilera-Fort serves as the District Superintendent. Janet Penanhoat serves as the District's Assistant Superintendent, Business and Fiscal Services. Although Ms. Penanhoat's retirement was scheduled for May 30, 2020, she is continuing to serve the District on an interim basis pending appointment of a successor.

Recent Enrollment Trends

The following table shows recent enrollment history for the District.

OXNARD SCHOOL DISTRICT Annual Enrollment Fiscal Years 2005-06 through 2020-21 (Projected)

| <u>School Year</u> | <u>Enrollment</u> | <u>% Change</u> |
|------------------------|-------------------|-----------------|
| 2005-06 | 16,004 | --% |
| 2006-07 | 15,441 | (3.5) |
| 2007-08 | 15,281 | (1.0) |
| 2008-09 | 15,400 | 0.8 |
| 2009-10 | 15,554 | 1.0 |
| 2010-11 | 15,870 | 2.0 |
| 2011-12 | 16,119 | 1.6 |
| 2012-13 | 16,533 | 2.6 |
| 2013-14 | 16,803 | 1.6 |
| 2014-15 | 16,916 | 0.7 |
| 2015-16 | 16,918 | 0.0 |
| 2016-17 | 16,822 | (0.6) |
| 2017-18 | 16,599 | (1.3) |
| 2018-19 | 16,164 | (2.6) |
| 2019-20 ⁽¹⁾ | 15,727 | (2.7) |
| 2020-21 ⁽¹⁾ | 15,434 | (1.9) |

(1)Estimated Actual/Budgeted.

Source: Oxnard School District.

District's Response to COVID-19 Emergency

In March, 2020, the District closed its school for on-site learning to reduce the potential for community transmission of COVID-19. The closure was extended through the end of the academic school year. The District was able to provide one-to-one technology devices for each of its students during remote learning. The County is currently in Tier 1 (Widespread) of the State's reopening plan, and as such, in-person instruction is not currently permitted. The District has commenced the academic year in remote learning mode.

The District is expected to receive \$15,722 (approximately \$204 per student) in funding under the CARES Act in July 2020 to address costs which may have resulted from the COVID-19 emergency. The District also is pursuing funds from FEMA. Because the District is funded pursuant to the State's education funding formula known as LCFF, the District's main operating revenues will be impacted by the State's financial position in the current and future fiscal years. As a result of the COVID-19 emergency, the State's revenues are predicted to decline sharply from the original budget for the current fiscal year, and in the near future. A corresponding decline in education funding is expected, but the extent of the decline, and whether additional federal funding will be available to school district, is not known at this time. See herein under the heading "STATE FUNDING OF EDUCATION; RECENT STATE BUDGETS" for information on the State's current budget.

The District has incurred costs that were not anticipated at the time of its 2019-20 Budget as a result of COVID-19, such as the costs of mitigation measures and of implementing distance learning. However, funding under the CARES Act and other cost-saving impacts of not

operating site-based learning, such as reductions in transportation costs, fuel and electricity costs, provide offsets to those expenses. With respect to pension costs, the District cannot currently predict if the COVID-19 emergency will have a material impact on its required employer contributions which could arise if the unfunded actuarial accrued liabilities of PERS and STRS materially increase. The District maintains reserves for economic uncertainties, which exceed the State’ required minimum reserve, and the District Board has adopted a policy of maintaining reserves at a level of at least seven percent of expenditures. See “DISTRICT FINANCIAL INFORMATION – District Budget and Interim Financial Reporting - District Reserves.”

The impacts of the COVID-19 emergency on global, State-wide and local economies, which could impact District operations and finances, and local property values are unknown and cannot be predicted by the District.

Employee Relations

The District has budgeted in fiscal year 2020-21 for 833.8 full-time equivalent (“FTE”) certificated (non-management) positions, 592.3 FTE classified (non-management) positions and 69.0 FTE management, supervisor and confidential positions. These employees, except management and some part-time employees, are represented by the bargaining units summarized below.

OXNARD SCHOOL DISTRICT Summary of Labor Organizations

| Employee Group | Representation | Contract Expiration Date |
|-----------------------------|---------------------------------|--------------------------|
| Certificated (teaching) | Oxnard Educators Assn | June 30, 2020* |
| Certificated (non-teaching) | Oxnard Supportive Services Assn | June 30, 2020* |
| Classified | CA School Employees Assn | October 31, 2020* |

* Parties continue to operate under expired contract during negotiations.
Source: Oxnard School District.

Insurance

The District participates in one joint powers agreement (“JPA”) entities, the Ventura County Schools Self-Funding Authority (“VCSSFA”). The VCSSFA provides workers compensation, property and liability coverage for its member school districts through a varying combination of self-insurance and excess coverage. The JPA is governed by a board consisting of a representative from each member district. The governing board controls the operations of its

JPA independent of any influence by the member districts beyond their representation on the governing board. Each member district pays a premium commensurate with the level of coverage requested and shares surpluses and deficits proportionately to its participation in the JPA. See Note 8 of the District’s audited financial statements attached to this Official Statement.

DISTRICT FINANCIAL INFORMATION

Education Funding Generally

School districts in California (the “**State**”) receive operating income primarily from two sources: the State funded portion which is derived from the State’s general fund, and a locally funded portion, being the district’s share of the one percent general *ad valorem* tax levy authorized by the California Constitution. As a result, decreases or deferrals in education funding by the State could significantly affect a school district’s revenues and operations.

From 1973-74 to 2012-13, California school districts operated under general purpose revenue limits established by the State Legislature. In general, revenue limits were calculated for each school district by multiplying (1) the average daily attendance (“**ADA**”) for such district by (2) a base revenue limit per unit of ADA. The revenue limit calculations were adjusted annually in accordance with a number of factors designated primarily to provide cost of living increases and to equalize revenues among all California school districts of the same type. Funding of the District’s revenue limit was provided by a mix of local property taxes and State apportionments of basic and equalization aid. Generally, the State apportionments amounted to the difference between the District’s revenue limit and its local property tax revenues. Districts which had local property tax revenues that exceeded their revenue limit entitlements were deemed a “Basic Aid District” and received full funding from local property tax revenues, and were entitled to keep those tax revenues which exceeded their revenue limit funding entitlement.

The fiscal year 2013-14 State budget package replaced the previous K-12 finance system with a new formula known as the Local Control Funding Formula (the “**LCFF**”). Under the LCFF, revenue limits and most state categorical programs were eliminated. School districts instead receive funding based on the demographic profile of the students they serve and gain greater flexibility to use these funds to improve outcomes of students. The LCFF creates funding targets based on student characteristics. For school districts and charter schools, the LCFF funding targets consist of grade span-specific base grants plus supplemental and concentration grants that reflect student demographic factors. The LCFF includes the following components:

- A base grant for each local education agency per unit of ADA, which varies with respect to different grade spans. The base grant is \$2,375 more than the average revenue limit provided prior to LCFF implementation. The base grants will be adjusted upward each year to reflect cost-of-living increases. In addition, grades K-3 and 9-12 are subject to adjustments of 10.4% and 2.6%, respectively, to cover the costs of class size reduction in grades K-3 and the provision of career technical education in grades 9-12.
- A 20% supplemental grant for English learners, students from low-income families and foster youth to reflect increased costs associated with educating those students.
- An additional concentration grant of up to 50% of a local education agency’s base grant, based on the number of English learners, students from low-income families and foster youth served by the local agency that comprise more than 55% of enrollment.

- An economic recovery target to ensure that almost every local education agency receives at least their pre-recession funding level, adjusted for inflation, at full implementation of the LCFF.

The LCFF was implemented for fiscal year 2013-14 and was phased in gradually. Beginning in fiscal year 2013-14, an annual transition adjustment was required to be calculated for each school district, equal to each district’s proportionate share of the appropriations included in the State budget (based on the percentage of each district’s students who are low-income, English learners, and foster youth (“**Targeted Students**”)), to close the gap between the prior-year funding level and the target allocation at full implementation of LCFF. In each year, districts had the same proportion of their respective funding gaps closed, with dollar amounts varying depending on the size of a district’s funding gap. Full implementation occurred in fiscal year 2018-19.

Funding levels used in the LCFF target entitlement calculations, not including any supplemental or concentration grant funding entitlements, for fiscal year 2020-21 are set forth in the following table. Full implementation of LCFF occurred in fiscal year 2018-19 in connection with adoption of the State Budget for said fiscal year.

**Fiscal Year 2020-21 Base Grant* Under LCFF by Grade Span
(Targeted Base Grant)**

| Entitlement Factors per ADA | K-3 | 4-6 | 7-8 | 9-12 |
|--|------------|------------|------------|-------------|
| 2019-20 Base Grants | \$7,702 | \$7,818 | \$8,050 | \$9,329 |
| Statutory COLA (2.31%) | \$178 | \$181 | \$186 | \$215 |
| 2020-21 Base Grant Before Deficit Factor | \$7,880 | \$7,999 | \$8,236 | \$9,544 |
| Deficit Factor Impact | (\$178) | (\$181) | (\$186) | (\$215) |
| 2020-21 Base Grants After Deficit Factor | \$7,702 | \$7,818 | \$8,050 | \$9,329 |
| Grade Span Adjustment Factors | 10.4% | -- | -- | 2.6% |
| Grade Span Adjustment Amounts | \$801 | -- | -- | \$243 |
| 2020-21 Adjusted Base Grants† | \$8,503 | \$7,818 | \$8,050 | \$9,572 |

*Does not include supplemental and concentration grant funding entitlements.

†Reflects 0% cost of living adjustment from fiscal year 2019-20.

Source: Oxnard School District.

The legislation implementing LCFF included a “hold harmless” provision which provided that a district or charter school would maintain total revenue limit and categorical funding at least equal to its 2012-13 level, unadjusted for changes in ADA or cost of living adjustments.

The LCFF includes an accountability component. Districts are required to increase or improve services for English language learners, low income, and foster youth students in proportion to supplemental and concentration grant funding received. All school districts, county offices of education, and charter schools are required to develop and adopt local control and accountability plans, which identify local goals in areas that are priorities for the State, including pupil achievement, parent engagement, and school climate.

County superintendents review and provide support to the districts under their jurisdiction, and the Superintendent of Public Instruction performs a corresponding role for county offices of education. In addition, the State Budget for fiscal year 2013-14 created the California Collaborative for Education Excellence to advise and assist school districts, county offices of education, and charter schools in achieving the goals identified in their plans. Under the LCFF and related legislation, the State will continue to measure student achievement

through statewide assessments, produce an Academic Performance Index for schools and subgroups of students, determine the contents of the school accountability report card, and establish policies to implement the federal accountability system.

Basic Aid or Community Supported districts are school districts which have local property tax revenues which exceed such district's funding entitlement under LCFF. As such, in lieu of State funding under LCFF, Basic Aid districts are entitled to keep the full share of local property tax revenues, even the amount which exceeds its funding entitlement under LCFF. The District's funding formula is currently determined pursuant to LCFF, and not as a Basic Aid district.

District Accounting Practices

The accounting practices of the District conform to generally accepted accounting principles in accordance with policies and procedures of the California School Accounting Manual. This manual, according to Section 41010 of the California Education Code, is to be followed by all California school districts.

District accounting is organized on the basis of fund groups, with each group consisting of a separate set of self-balancing accounts containing assets, liabilities, fund balances, revenues and expenditures. The major fund classification is the general fund which accounts for all financial resources not requiring a special fund placement. The District's fiscal year begins on July 1 and ends on June 30.

District expenditures are accrued at the end of the fiscal year to reflect the receipt of goods and services in that year. Revenues generally are recorded on a cash basis, except for items that are susceptible to accrual (measurable and/or available to finance operations). Current taxes are considered susceptible to accrual. Revenues from specific state and federally funded projects are recognized when qualified expenditures have been incurred. State block grant apportionments are accrued to the extent that they are measurable and predictable. The State Department of Education sends the District updated information from time to time explaining the acceptable accounting treatment of revenue and expenditure categories.

The Governmental Accounting Standards Board ("**GASB**") published its Statement No. 34 "Basic Financial Statements – and Management's Discussion and Analysis – for State and Local Governments" on June 30, 1999. Statement No. 34 provides guidelines to auditors, state and local governments and special purpose governments such as school districts and public utilities, on new requirements for financial reporting for all governmental agencies in the United States. Generally, the basic financial statements and required supplementary information should include (i) Management's Discussion and Analysis; (ii) financial statements prepared using the economic measurement focus and the accrual basis of accounting, (iii) fund financial statements prepared using the current financial resources measurement focus and the modified accrual method of accounting and (iv) required supplementary information.

Financial Statements

General. The District's general fund finances the legally authorized activities of the District for which restricted funds are not provided. General fund revenues are derived from such sources as State school fund apportionments, taxes, use of money and property, and aid from other governmental agencies. The District's audited financial statements for the fiscal year

ending fiscal year 2018-19 were prepared by Nigro & Nigro, PC., A Professional Accountancy Corporation, Murrieta, California. Audited financial statements for the District for the fiscal year ended June 30, 2019, and prior fiscal years are on file with the District and available for public inspection at the Superintendent's Office. See Appendix A hereto for the 2018-19 audited financial statements. Copies of such financial statements will be mailed to prospective investors and their representatives upon written request to the District and are also freely accessible online at the Electronic Municipal Market Access website operated by the Municipal Securities Rulemaking Board (emma.msrb.org) in connection with the District's annual report filings for its bonds (see description of annual report filings in the front portion of this Official Statement under the caption "Certain Legal Matters – Continuing Disclosure"). Reference to the foregoing web site does not incorporate its contents herein by reference. The District has not requested nor did the District obtain permission from its auditor to include the audited financial statements as an appendix to this Official Statement. Accordingly, the auditor has not performed any post-audit review of the financial condition or operations of the District.

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General Fund Revenues, Expenditures and Changes in Fund Balance. The following table shows the audited income and expense statements for the District's General Fund for fiscal years 2014-15 through 2018-19.

**REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE
Fiscal Years 2014-15 through 2018-19 (Audited)
Oxnard School District**

| | Audited 2014-15 | Audited 2015-16 | Audited 2016-17 | Audited 2017-18 | Audited 2018-19 |
|---|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| SOURCES | | | | | |
| LCFF Sources | \$127,311,381 | \$148,788,199 | \$158,958,238 | \$161,894,674 | \$170,082,603 |
| Federal Revenue | 13,065,616 | 11,498,212 | 13,214,624 | 12,544,465 | 9,554,582 |
| Other State Revenue | 15,169,410 | 23,229,681 | 20,602,262 | 17,754,593 | 28,350,602 |
| Other Local Revenue | 9,620,057 | 10,098,065 | 9,517,198 | 10,105,439 | 10,831,880 |
| Total Revenue Limit | <u>165,166,464</u> | <u>193,614,157</u> | <u>202,292,322</u> | <u>202,299,171</u> | <u>218,819,667</u> |
| EXPENDITURES | | | | | |
| Instruction | 110,600,912 | 117,067,138 | 129,899,626 | 129,017,066 | 142,114,760 |
| Instruction – Related Services | 18,720,692 | 20,687,103 | 20,814,304 | 23,325,769 | 23,661,098 |
| Pupil Services | 11,162,054 | 14,375,225 | 16,037,749 | 18,244,959 | 22,512,035 |
| General Administration | 8,132,581 | 10,251,084 | 11,502,205 | 18,634,616 | 13,384,635 |
| Plant Services | 13,419,224 | 13,972,279 | 15,579,596 | 15,336,460 | 15,091,536 |
| Facility Acquisition and Construction | -- | -- | -- | -- | -- |
| Community Services | 1,425,974 | 1,376,796 | 991,700 | 2,370,504 | 1,037,222 |
| Transfers of Indirect Costs | -- | (550,740) | (445,095) | (574,573) | (617,440) |
| Other Outgo | (432,478) | -- | -- | -- | -- |
| Debt Service | 339,180 | 669,585 | 524,936 | 573,139 | 552,438 |
| Capital Outlay | 837,108 | 410,684 | 2,183,940 | 6,455,545 | 820,869 |
| Intergovernmental Transfers | 2,155,147 | 2,567,864 | 3,292,210 | 787,474 | 5,317,487 |
| Total Expenditures | <u>166,360,394</u> | <u>180,827,018</u> | <u>200,381,171</u> | <u>213,298,207</u> | <u>223,874,640</u> |
| Excess of (Deficiency) of Revenues Over Expenditures | (1,193,930) | 12,787,139 | 1,911,151 | (10,999,036) | (5,054,973) |
| OTHER FINANCING SOURCES | | | | | |
| Operating Transfers In | -- | -- | -- | -- | -- |
| Proceeds from Long-Term Debt | -- | 8,000,000 | -- | -- | -- |
| Discount on Issuance of Debt | -- | (80,000) | -- | -- | -- |
| Other Financing Sources | -- | -- | 7,361 | -- | -- |
| Operating Transfers Out | (451,680) | (585,992) | (331,710) | (461,555) | (2,330,338) |
| Total Other Financing Sources (uses) | <u>(451,680)</u> | <u>7,334,008</u> | <u>(324,349)</u> | <u>(461,555)</u> | <u>(2,330,338)</u> |
| NET Change in Fund Balance | (1,645,610) | 20,121,147 | 1,586,802 | (11,460,591) | (7,385,311) |
| Fund Balance, July 1 | 20,771,986 | 18,313,118 | 38,434,265 | 40,021,067 | 28,560,476 |
| Adjustments for Restatements | (813,258) | -- | -- | -- | -- |
| Fund Balance, as Restated | <u>19,958,728</u> | <u>18,313,118</u> | <u>38,434,265</u> | <u>--</u> | <u>--</u> |
| Fund Balance, June 30 | <u>\$18,313,118</u> | <u>\$38,434,265</u> | <u>\$40,021,067</u> | <u>\$28,560,476</u> | <u>\$21,175,165</u> |

Source: Oxnard School District Audit Reports.

District Budget and Interim Financial Reporting

District Budget Process. State law requires school districts to maintain a balanced budget in each fiscal year. The State Department of Education imposes a uniform budgeting and accounting format for school districts.

Under current law, a school district governing board must adopt and file with the county superintendent of schools a tentative budget by July 1 in each fiscal year. The District is under the jurisdiction of the Ventura County Superintendent of Schools, which is part of the organizational structure of the California Department of Education (not the County of Ventura) (the "**County Superintendent**").

The County Superintendent must review and approve or disapprove the budget no later than August 15. The County Superintendent is required to examine the adopted budget for compliance with the standards and criteria adopted by the State Board of Education and identify technical corrections necessary to bring the budget into compliance with the established standards. If the budget is disapproved, it is returned to the District with recommendations for revision. The District is then required to revise the budget, hold a public hearing thereon, adopt the revised budget and file it with the County Superintendent no later than September 8. Pursuant to State law, the County Superintendent has available various remedies by which to impose and enforce a budget that complies with State criteria, depending on the circumstances, if a budget is disapproved. After approval of an adopted budget, the school district's administration may submit budget revisions for governing board approval.

Subsequent to approval, the County Superintendent will monitor each district under its jurisdiction throughout the fiscal year pursuant to its adopted budget to determine on an ongoing basis if the district can meet its current or subsequent year financial obligations. If the County Superintendent determines that a district cannot meet its current or subsequent year obligations, the County Superintendent will notify the district's governing board of the determination and may then do either or both of the following: (a) assign a fiscal advisor to enable the district to meet those obligations or (b) if a study and recommendations are made and a district fails to take appropriate action to meet its financial obligations, the County Superintendent will so notify the State Superintendent of Public Instruction, (the "**State Superintendent**") and then may do any or all of the following for the remainder of the fiscal year: (i) request additional information regarding the district's budget and operations; (ii) after also consulting with the district's board, develop and impose revisions to the budget that will enable the district to meet its financial obligations; and (iii) stay or rescind any action inconsistent with such revisions. However, the County Superintendent may not abrogate any provision of a collective bargaining agreement that was entered into prior to the date upon which the County Superintendent assumed authority.

A State law adopted in 1991 ("**AB 1200**") imposed additional financial reporting requirements on school districts, and established guidelines for emergency State aid apportionments. Under the provisions of AB 1200, each school district is required to file interim certifications with the County Superintendent (on December 15, for the period ended October 31, and by mid-March for the period ended January 31) as to its ability to meet its financial obligations for the remainder of the then-current fiscal year and, based on current forecasts, for the subsequent fiscal year. The County Superintendent reviews the certification and issues either a positive, negative or qualified certification. A positive certification is assigned to any school district that will meet its financial obligations for the current fiscal year and subsequent two fiscal years. A negative certification is assigned to any school district that is deemed unable

to meet its financial obligations for the remainder of the current fiscal year or the subsequent fiscal year. A qualified certification is assigned to any school district that may not meet its financial obligations for the current fiscal year or the two subsequent fiscal years.

Under California law, any school district and office of education that has a qualified or negative certification in any fiscal year may not issue, in that fiscal year or in the next succeeding fiscal year, certificates of participation, tax anticipation notes, revenue bonds or any other debt instruments that do not require the approval of the voters of the district, unless the applicable county superintendent of schools determines that the district's repayment of indebtedness is probable.

District's Budget Approval/Disapproval and Certification History. The District has not received any qualified or negative certifications of its financial reports in the past five years, nor have any of its recent budgets been disapproved.

Copies of the District's budgets, interim reports and certifications may be obtained upon request from the District. The District may impose charges for copying, mailing and handling.

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District's General Fund Fiscal Year 2019-20 (Estimated Actuals) and Fiscal Year 2020-21 (Adopted Budget). The following table shows the general fund budget for fiscal year 2019-20 (estimated actuals) and fiscal year 2020-21 (adopted budget).

REVENUES, EXPENDITURES AND CHANGES IN FUND BALANCE⁽¹⁾
Fiscal Year 2019-20 (Estimated Actuals)
And Fiscal Year 2020-21 (Adopted Budget)
Oxnard School District

| | Estimated Actuals 2019-20 | Adopted Budget 2020-21 |
|---|------------------------------|---------------------------|
| Revenues | | |
| LCFF Sources | \$170,690,238 | \$153,410,469 |
| Federal revenues | 8,452,148 | 15,896,821 |
| Other state revenues | 10,408,754 | 7,991,723 |
| Other local revenues | 9,947,634 | 10,100,722 |
| Total Revenues | 199,498,774 | 187,399,735 |
| Expenditures | | |
| Certificated Salaries | 86,052,953 | 80,299,029 |
| Classified Salaries | 30,387,860 | 27,532,439 |
| Employee Benefits | 46,746,713 | 40,502,919 |
| Books and Supplies | 8,925,673 | 13,019,602 |
| Services and Other Operating Expenditures | 29,089,161 | 27,708,863 |
| Capital Outlay | 229,238 | 186,250 |
| Other Outgo (excl. transfers of Ind. Costs) | 2,850,503 | 2,685,017 |
| Other Outgo-Transfers of Indirect Costs | (497,970) | (691,728) |
| Total Expenditures | 203,784,131 | 191,242,391 |
| Excess of Revenues Over/(Under) Expenditures | (4,285,357) | (3,842,656) |
| Other Financing Sources (Uses) | | |
| Interfund Transfers In | 130,047 | -- |
| Interfund Transfers Out | (1,434,097) | (654,729) |
| Other Sources/Uses | -- | -- |
| Total Other Financing Sources (Uses) | (1,304,050) | (654,729) |
| Net Change in Fund Balance | (5,589,407) | (4,497,385) |
| Fund Balance, July 1 | 20,482,007 | 15,298,129 |
| Adjusted Beginning Balance | 20,887,536 | -- |
| Fund Balance, June 30* | \$15,298,129 | \$10,800,744 |

(1) Budget documents do not account for reserves held outside of the general fund, which reserves are included in the audited financial statements for the District's general fund summarized in the preceding table.

*Totals may not foot due to rounding.

Source: Oxnard School District.

District Reserves. The District's ending fund balance is the accumulation of surpluses from prior years. This fund balance is used to meet the State's minimum required reserve of 3% of expenditures, plus any other allocation or reserve which might be approved as an expenditure by the District in the future. The District maintains an unrestricted reserve which meets the State's minimum requirements.

In connection with legislation adopted in connection with the State's fiscal year 2014-15 Budget ("SB 858"), the California Education Code was amended to provide that, beginning in fiscal year 2015-16, if a district's proposed budget includes a local reserve above the minimum recommended level, the governing board must provide the information for review at the annual

public hearing on its proposed budget. In addition, SB 858 included a provision, which became effective upon the passage of Proposition 2 at the November 4, 2014 statewide election, which limits the amount of reserves which may be maintained at the school district level. Specifically, the legislation, among other things, enacted California Education Code Section 42127.01, which became operative December 15, 2014, and provides that in any fiscal year immediately after a fiscal year in which a transfer is made to the State's Public School System Stabilization Account (the Proposition 98 reserve), a school district may not adopt a budget that contains a reserve for economic uncertainties in excess of twice the applicable minimum recommended reserve for economic uncertainties established by the State Board (for school districts with ADA over 400,000, the limit is three times the amount). Exemptions can be granted by the County Superintendent under certain circumstances.

Effective January 1, 2018, Senate Bill 751, which was signed by the Governor on October 11, 2017, amends Section 42127.01 of the California Education Code to raise the reserve cap to no more than 10% of a school district's combined assigned or unassigned ending general fund balance. In addition, the amendment provides that the reserve cap will be effective only if there is a minimum balance of 3% in the Proposition 98 reserve referenced in the preceding paragraph. Basic aid school districts and small districts with 2,500 or fewer ADA are exempted from the reserve cap contained in California Education Code Section 42127.01. The District cannot predict how the foregoing legislation and reserve caps could impact its reserves and future spending.

The District cannot predict when or how any additional changes to legal provisions governing the reserve cap would impact its reserves and future spending. See "STATE FUNDING OF EDUCATION; RECENT STATE BUDGETS - 2020-21 State Budget."

Attendance - Revenue Limit and LCFF Funding

Funding Trends. As described herein, prior to fiscal year 2013-14, school districts in California derived most State funding based on a formula which considered a revenue limit per unit of ADA. With the implementation of the LCFF, commencing in fiscal year 2013-14, school districts receive base funding based on A.D.A., and may also be entitled to supplemental funding, concentration grants and funding based on an economic recovery target. The following table sets forth recent total LCFF funding trends, together with ADA.

**AVERAGE DAILY ATTENDANCE AND LCFF FUNDING TRENDS
Oxnard School District
Fiscal Years 2013-14 through 2020-21 (Projected Totals)**

| <u>Fiscal Year</u> | <u>ADA</u> | <u>LCFF Total Funding</u> |
|------------------------|------------|---------------------------|
| 2013-14 | 16,325 | \$108,351,091 |
| 2014-15 | 16,394 | 127,311,381 |
| 2015-16 | 16,362 | 148,788,199 |
| 2016-17 | 16,183 | 158,958,238 |
| 2017-18 | 15,984 | 161,984,674 |
| 2018-19 | 15,613 | 170,082,603 |
| 2019-20 ⁽¹⁾ | 15,618 | 170,690,238 |
| 2020-21 ⁽¹⁾ | 15,194 | 153,410,469 |

(1) Estimated Actual/Budgeted.
Source: Oxnard School District.

Targeted Student Enrollment. The District has a Target Student unduplicated count of approximately 87% budgeted for in fiscal year 2020-21, and as such, is entitled to be supplemental and concentration grant funding under LCFF.

Possible Impacts of COVID-19. As described herein, the short-term and long-term impact of COVID-19 on the District's attendance, revenues and local property values, and the impacts of Federal and State legislation resulting from the COVID-19 emergency, cannot be predicted. The Bonds described in this Official Statement are secured by *ad valorem* property taxes, and not the District's general fund. See "SECURITY FOR THE BONDS – Disclosure Relating to COVID-19."

Revenue Sources

The District categorizes its general fund revenues into four sources, being LCFF, Federal Revenues, Other State Revenues and Local Revenues. Each of these revenue sources is described below.

LCFF Sources. District funding is provided by a mix of (1) local property taxes and (2) State apportionments of funding under the LCFF. Generally, the State apportionments will amount to the difference between the District's LCFF funding entitlement and its local property tax revenues.

Beginning in 1978-79, Proposition 13 and its implementing legislation provided for each county to levy (except for levies to support prior voter-approved indebtedness) and collect all property taxes, and prescribed how levies on county-wide property values are to be shared with local taxing entities within each county.

The principal component of local revenues is the school district's property tax revenues, i.e., the district's share of the local 1% property tax, received pursuant to Sections 75 and following and Sections 95 and following of the California Revenue and Taxation Code. California Education Code Section 42238(h) itemizes the local revenues that are counted towards the base revenue limit before calculating how much the State must provide in equalization aid. Historically, the more local property taxes a district received, the less State equalization aid it was entitled to. Furthermore, if a school district's share of local property tax revenues exceeded the revenue limit, the school district was deemed a "Basic Aid" district, and entitled to keep the full share of local property taxes, even if they exceeded the revenue limit which would have been provided through State funding.

For school districts which were "Basic Aid" prior to implementation of the LCFF, provided that the per pupil funding targets under LCFF, including economic recovery targets, are met or exceeded by local property tax revenues, such districts are entitled to retain their status as Basic Aid and keep their full local property tax revenue entitlement. The threshold for Basic Aid status under the LCFF, however, is higher than under the prior funding formula, resulting in some district falling out of Basic Aid status as the result of the implementation of the LCFF. Accountability measures contained in the LCFF must be implemented by all districts, including Basic Aid districts.

Federal Revenues. The federal government provides funding for several District programs, including special education programs, programs under Every Student Succeeds Act, the Individuals with Disabilities Education Act, and specialized programs such as Drug Free Schools.

Other State Revenues. As discussed above, the District receives State apportionment of basic and equalization aid in an amount equal to the difference between the District's revenue limit and its property tax revenues. In addition to such apportionment revenue, the District receives substantial other State revenues.

The District receives State aid from the California State Lottery (the "**Lottery**"), which was established by a constitutional amendment approved in the November 1984 general election. Lottery revenues must be used for the education of students and cannot be used for non-instructional purposes such as real property acquisition, facility construction, or the financing of research. Lottery revenues generally comprise approximately 2% of general fund revenues. Moreover, State Proposition 20 approved in March 2000 requires that 50% of the increase in Lottery revenues over 1997-98 levels must be restricted to use on instruction material.

For additional discussion of State aid to school districts, see "STATE FUNDING OF EDUCATION; RECENT STATE BUDGETS - State Funding of Education."

Other Local Revenues. In addition to property taxes, the District receives additional local revenues from items such as interest earnings and other local sources.

District Retirement Systems

Qualified employees of the District are covered under multiple-employer defined benefit pension plans maintained by agencies of the State. Certificated employees are members of the State Teachers' Retirement System ("**STRS**") and classified employees are members of the Public Employees' Retirement System ("**PERS**"). Both STRS and PERS are operated on a Statewide basis. *The information set forth below regarding the STRS and PERS programs, other than the information provided by the District regarding its annual contributions thereto, has been obtained from publicly available sources which are believed to be reliable but are not guaranteed as to accuracy or completeness, and should not to be construed as a representation by the District or the Underwriter.*

Implementation of GASB Nos. 68 and 71. Commencing with fiscal year ended June 30, 2015, the District implemented the provisions of GASB Statement Nos. 68 and 71 which require certain new pension disclosures in the notes to its audited financial statements commencing with the financial statements for fiscal year 2014-15. Statement No. 68 generally requires the District to recognize its proportionate share of the unfunded pension obligation for STRS and PERS by recognizing a net pension liability measured as of a date (the measurement date) no earlier than the end of its prior fiscal year. See "APPENDIX A - AUDITED FINANCIAL STATEMENTS OF THE DISTRICT FOR FISCAL YEAR ENDED JUNE 30, 2019" for further information.

STRS. All full-time certificated employees participate in STRS, a cost-sharing, multiple-employer contributory public employee retirement system. STRS provides retirement, disability and survivor benefits to plan members and beneficiaries under a defined benefit program. Benefit provisions and contribution amounts are established by State statutes, as legislatively amended. The program is funded through a combination of investment earnings and statutorily set contributions from three sources: employees, employers and the State. The District's employer contributions to STRS for recent fiscal years are set forth in the following table.

**STRS Contributions
Oxnard School District
Fiscal Years 2013-14 through 2020-21 (Projected)**

| Fiscal Year | Amount* |
|-------------|-------------|
| 2013-14 | \$5,202,433 |
| 2014-15 | 9,569,943 |
| 2015-16 | 8,240,451 |
| 2016-17 | 10,131,610 |
| 2017-18 | 12,043,228 |
| 2018-19 | 13,722,835 |
| 2019-20** | 14,064,087 |
| 2020-21 | 13,310,825 |

*Increases attributed to increase in contribution rates and modified accounting reporting requirements, which include reporting the District's proportionate share of the plan's net pension liability and recognizing on-behalf STRS contributions in governmental funds.

**Estimated Actual/Budgeted.

Source: Oxnard School District.

Historically, employee, employer and State contribution rates did not vary annually to account for funding shortfalls or surpluses in the STRS plan. In recent years, the combination of investment earnings and statutory contributions were not sufficient to pay actuarially required amounts. As a result, the STRS defined benefit program showed an estimated unfunded actuarial liability of approximately \$102.6 billion as of June 30, 2019 (the date of the last actuarial valuation). In connection with the State's adoption of its fiscal year 2014-15 Budget, the Governor signed into law Assembly Bill 1469 ("**AB 1469**"), which represents a legislative effort to fund the unfunded actuarial obligation with respect to service credited members of the STRS Defined Benefit Program before July 1, 2014, within 32 years. AB 1469 addressed the funding gap by increasing contributions by employees, employers and the State. In particular, employer contribution rates are scheduled to increase through at least fiscal year 2020-21, from a contribution rate of 8.88% in fiscal year 2013-14 to 19.1% in fiscal year 2020-21. Thereafter, employer contribution rates will be determined by the STRS board to reflect the contribution required to eliminate unfunded liabilities by June 30, 2046.

The District's employer contribution rates for fiscal years 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20 were 10.73%, 12.58%, 14.43%, 16.28%, and 17.10% respectively. Projected employer contribution rates for school districts (including the District) for fiscal year 2020-21 through fiscal year 2022-23 are set forth in the following table.

**EMPLOYER CONTRIBUTION RATES (STRS)
Fiscal Years 2020-21 through 2022-23**

| Fiscal Year | Employer Contribution Rate⁽¹⁾ |
|------------------------|---|
| 2020-21 ⁽²⁾ | 16.15% |
| 2021-22 | 16.02 |
| 2022-23 | 18.10 |

(1) Expressed as a percentage of covered payroll. Rates may change based on actual experience and other factors.

(2) Reflects changes to such rates included in the State's 2020-21 Budget. Source: AB 1469.

PERS. All full-time and some part-time classified employees participate in PERS, an agent multiple-employer contributory public employee retirement system that acts as a common investment and administrative agent for participating public entities within the State. PERS provides retirement, disability, and death benefits to plan members and beneficiaries. The District is part of a cost-sharing pool within PERS known as the “Schools Pool.” Benefit provisions are established by State statutes, as legislatively amended. Contributions to PERS are made by employers and employees. Each fiscal year, the District is required to contribute an amount based on an actuarially determined employer rate. The District’s employer contributions to PERS for recent fiscal years are set forth in the following table.

**PERS Contributions
Oxnard School District
Fiscal Years 2013-14 through 2020-21 (Projected)**

| Fiscal Year | Amount |
|--------------------|---------------|
| 2013-14 | \$2,702,232 |
| 2014-15 | 3,200,769 |
| 2015-16 | 3,600,770 |
| 2016-17 | 4,456,972 |
| 2017-18 | 5,263,110 |
| 2018-19 | 6,600,413 |
| 2019-20* | 6,547,424 |
| 2020-21* | 6,220,781 |

*Estimated Actual/Budgeted.
Source: Oxnard School District.

Like the STRS program, the PERS program has experienced an unfunded liability in recent years. The PERS unfunded liability, on a market value of assets basis, was approximately \$31.4 billion as of June 30, 2019 (the date of the last actuarial valuation). To address this issue, the PERS board has taken a number of actions. In April 2013, for example, the PERS board approved changes to the PERS amortization and smoothing policy intended to reduce volatility in employer contribution rates. In addition, in April 2014, PERS set new contribution rates, reflecting new demographic assumptions and other changes in actuarial assumptions. In November 2015, PERS adopted a funding risk mitigation policy intended to incrementally lower its discount rate (its assumed rate of investment return) in years of good investment returns, help pay down the pension fund's unfunded liability, and provide greater predictability and less volatility in contribution rates for employers. In December 2016, PERS

voted to lower its discount rate from the current 7.5% to 7.0% over the next subsequent three years according to the following schedule.

**PERS Discount Rate
Fiscal Years 2018-19 through 2020-21**

| Fiscal Year | Amount |
|-------------|--------|
| 2018-19 | 7.375% |
| 2019-20 | 7.250 |
| 2020-21 | 7.000 |

Source: PERS.

The new rates and underlying assumptions, which are aimed at eliminating the unfunded liability of PERS in approximately 30 years, was implemented for school districts beginning in fiscal year 2016-17, with the costs spread over 20 years and the increases phased in over the first five years.

The District's employer contribution rates for fiscal years 2015-16, 2016-17, 2017-18, 2018-19, and 2019-20 were 11.847%, 13.888%, 15.531%, 18.062%, and 19.721% respectively. Projected employer contribution rates for school districts (including the District) for fiscal year 2020-21 through fiscal year 2022-23 are set forth in the following table.

**EMPLOYER CONTRIBUTION RATES (PERS)
Fiscal Years 2020-21 through 2022-23⁽¹⁾**

| Fiscal Year | Employer Contribution Rate ⁽²⁾ |
|-------------|--|
| 2020-21 | 20.700% |
| 2021-22 | 22.840 |
| 2022-23 | 25.500 |

(1) The PERS board is expected to approve official employer contribution rates for each fiscal year shown during the immediately preceding fiscal year.

(2) Expressed as a percentage of covered payroll. Rates have been reduced following adoption of the fiscal year 2020-21 State Budget.

Source: PERS

California Public Employees' Pension Reform Act of 2013. On September 12, 2012, the Governor signed into law the California Public Employees' Pension Reform Act of 2013 ("PEPRA"), which impacted various aspects of public retirement systems in the State, including the STRS and PERS programs. In general, PEPRA (i) increased the retirement age for public employees depending on job function, (ii) capped the annual pension benefit payouts for public employees hired after January 1, 2013, (iii) required public employees hired after January 1, 2013 to pay at least 50% of the costs of their pension benefits (as described in more detail below), (iv) required final compensation for public employees hired after January 1, 2013 to be determined based on the highest average annual pensionable compensation earned over a period of at least 36 consecutive months, and (v) attempted to address other perceived abuses in the public retirement systems in the State. PEPRA applies to all public employee retirement systems in the State, *except* the retirement systems of the University of California, and charter cities and charter counties whose pension plans are not governed by State law. PEPRA's provisions went into effect on January 1, 2013 with respect to new State, school, and city and local agency employees hired on or after that date; existing employees who are members of

employee associations, including employee associations of the District, have a five-year window to negotiate compliance with PEPRRA through collective bargaining.

PERS has predicted that the impact of PEPRRA on employees and employers, including the District and other employers in the PERS system, will vary, based on each employer's current level of benefits. As a result of the implementation of PEPRRA, new members must pay at least 50% of the normal costs of the plan, which can fluctuate from year to year. To the extent that the new formulas lower retirement benefits, employer contribution rates could decrease over time as current employees retire and employees subject to the new formulas make up a larger percentage of the workforce. This change would, in some circumstances, result in a lower retirement benefit for employees than they currently earn.

With respect to the STRS pension program, employees hired after January 1, 2013 will pay the greater of either (1) fifty percent of the normal cost of their retirement plan, rounded to the nearest one-quarter percent, or (2) the contribution rate paid by then-current members (i.e., employees in the STRS plan as of January 1, 2013). The member contribution rate could be increased from this level through collective bargaining or may be adjusted based on other factors. Employers will pay at least the normal cost rate, after subtracting the member's contribution.

The District is unable to predict the amount of future contributions it will have to make to PERS and STRS as a result of the implementation of PEPRRA, and as a result of negotiations with its employee associations, or, notwithstanding the adoption of PEPRRA, resulting from any legislative changes regarding the PERS and STRS employer contributions that may be adopted in the future.

Additional Information. Additional information regarding the District's retirement programs is available in Note 11 of the District's audited financial statements attached hereto as APPENDIX A. In addition, both STRS and PERS issue separate comprehensive financial reports that include financial statements and required supplemental information. Copies of such reports may be obtained from STRS and PERS, respectively, as follows: (i) STRS, P.O. Box 15275, Sacramento, California 95851-0275; and (ii) PERS, 400 Q Street, Sacramento, California 95811. More information regarding STRS and PERS can also be obtained at their websites, www.calstrs.com and www.calpers.ca.gov, respectively. *The references to these Internet websites are shown for reference and convenience only and the information contained on such websites is not incorporated by reference into this Official Statement. The information contained on these websites may not be current and has not been reviewed by the District or the Underwriter for accuracy or completeness.*

Other Post-Employment Benefit Obligation

The Plan Generally. The Oxnard School District Employee Health and Welfare Benefits Trust (the "**Trust**") administers the Oxnard School District Retiree Benefits Plan (the "**Plan**"), a single-employer defined benefit plan that is used to provide postemployment benefits other than pensions ("**OPEB**") for all permanent full-time certificated and classified employees of the District. The operation and administration of the Trust is the joint responsibility of a Board of three (3) Trustees appointed by the District and designated in writing. The Trustees consist of: (1) the District's Assistant Superintendent of Business and Fiscal Services, (2) one member of the District's governing board, and (3) one retiree, appointed by the District's Board of Trustees. Membership of the Plan as of the 2018-19 fiscal year consisted of 243 retirees and beneficiaries receiving benefits and 683 active plan members. Those hired on or after January 1, 2012 are

not qualified to receive retiree health benefits.

Benefits Provided. The Plan provides medical, dental, and vision benefits for retirees. Benefits are provided through a third-party insurer, and the full cost of benefits is covered by the plan. Article 4 of the Trust By-Laws grants the authority to establish and amend the benefit terms to the Trust Board.

Contributions. Article 4 of the Trust By-Laws grants the authority to establish and amend the contribution requirements of the District and plan members to the Trust Board. The Trust Board establishes rates based on an actuarially determined rate. For the fiscal year ended June 30, 2018, the District's average contribution rate was 4.0% of covered-employee payroll. Plan members are not required to contribute to the plan.

Actuarial Assumptions and Other Inputs. The District's total OPEB liability of \$89,501,987 was measured as of June 30, 2018 and was determined by an actuarial valuation as of June 30, 2017 using the following actuarial assumptions, applied to all periods included in the measurement, unless otherwise specified: inflation 2.75% per year, salary increases 2.75% per year, investment rate of return 3.8% per year net of expenses, and healthcare cost trend rates 4.00% per year. The discount rate used to measure the total OPEB liability was 3.8 percent. The projection of cash flows used to determine the discount rate assumed that District contributions will be made at rates equal to the actuarially determined contribution rates. Based on those assumptions, the OPEB plan's fiduciary net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on OPEB plan investments was applied to all periods of projected benefit payments to determine the total OPEB liability. The discount rate in the prior valuation dated November 20, 2017 was 3.5 percent.

Changes in OPEB Liability of the District. The changes in OPEB liability of the District as of June 30, 2019, as summarized in the District's audited financial statement for fiscal year 2018-19, is shown in the following table:

| CHANGES IN TOTAL OPEB LIABILITY | |
|--|-----------------------------|
| Oxnard School District | |
| | Total OPEB Liability |
| Service Cost | \$4,987,643 |
| Interest | 3,428,314 |
| Assumption changes | -- |
| Difference: Expected/Actual benefit payments | (14,858,061) |
| Changes of Assumptions or other inputs | 1,654,667 |
| Benefit payments | (3,928,421) |
| Other changes | 374,367 |
| Net changes in Total OPEB Liability | (8,341,491) |
| Balance at June 30, 2018 | 89,501,987 |
| Balance at June 30, 2019 | 81,160,496 |

Source: Oxnard School District.

OPEB Expense. For the year ended June 30, 2018, the District recognized an OPEB expense of \$6,387,843.

For more information regarding the District's OPEB, see Note 7 Section E of Appendix A to the Official Statement.

Existing Debt Obligations

In addition to debt relating to pensions and OPEB, the District has outstanding debt as summarized below.

General Obligation Bonds. The District has received voter authorizations to issue general obligation bonds pursuant to the procedures available under California law and election held in the District. Currently, the District has general obligation bond indebtedness outstanding pursuant to its November 7, 2006 bond election, which authorized up to \$64 million in general obligation bonds; its November 8, 2012 bond election, which authorized up to \$90 million in general obligation bonds; and its November 8, 2016 bond election, which authorized up to \$142.5 million in general obligation bonds. In addition, the District has multiple issues of refunding general obligation bonds outstanding. The following table summarizes the District's outstanding general obligation bonds.

SUMMARY OF OUTSTANDING GENERAL OBLIGATION BOND INDEBTEDNESS Oxnard School District

| Issue Date | Name of General Obligation Bond Issue | Original Principal Amount | Outstanding July 1, 2020 |
|--|--|---------------------------------|-----------------------------|
| <u>2006 Authorization- \$64 million</u> | | | |
| 07/11/2008 | 2006 Election, Series B | \$31,997,467.00 | \$7,077,467.10 |
| <u>2012 Authorization- \$90 million</u> | | | |
| 12/27/2012 | 2012 Election, Series A | \$18,390,000.00 | \$ 11,170,000.00 |
| 05/30/2013 | 2012 Election, Series B | 25,500,000.00 | 19,510,000.00 |
| 11/05/2014 | 2012 Election, Series C | 15,750,000.00 | 15,750,000.00 |
| 08/04/2015 | 2012 Election, Series D | 30,360,000.00 | 29,335,000.00 |
| <u>2016 Authorization- \$142.5 million</u> | | | |
| 3/30/2017 | 2016 Election, Series A | \$81,000,000.00 | \$ 81,000,000.00 |
| 3/29/2018 | 2016 Election, Series B | 13,996,625.90 | 12,931,626.00 |
| <u>Refunding Bonds</u> | | | |
| 09/13/2001 | 2001 Refunding Bonds, Series A | \$20,920,000.00 | \$1,985,000.00 |
| 03/07/2011 | 2010 Refunding Bonds | 10,750,000.00 | 3,850,000.00 |
| 07/14/2011 | 2011 Refunding Bonds | 7,275,000.00 | 995,000.00 |
| 07/02/2012 | 2012 Refunding Bonds | 12,240,000.00 | 11,700,000.00 |
| 06/19/2014 | 2014 Refunding Bonds | 11,835,000.00 | 8,490,000.00 |
| 05/06/2016 | 2015 Refunding Bonds | 14,305,000.00 | 14,125,000.00 |
| 09/27/2016 | 2016 Refunding Bonds | 16,360,000.00 | 14,410,000.00 |
| 12/05/2019 | 2019 Refunding Bonds | 27,215,000.00 | 27,215,000.00 |
| Totals: | | \$337,894,092.90 | \$259,544,093.10 |

Certificates of Participation. The District currently has two series of certificates of participation outstanding. On January 19, 2010 the District issued \$5,285,900 of Refunding Certificates of Participation (the "**2010 Certificates**") pursuant to a lease agreement with Public Property Financing Corporation of California for the purpose of refunding the District's outstanding 1997 Certificates, which had been issued to finance the final construction of the

Norman Brekke Elementary School. The 2010 Certificates were sold bearing stated interest rate of 4.75% maturing between August 1, 2011 and August 1, 2026. As of October 1, 2019, the outstanding principal balance of the 2010 Certificates was \$2,845,100.

On April 7, 2016 the District issued \$8,000,000 original principal amount of 2016 Certificates of Participation (the “**2016 Certificates**”) pursuant to a lease agreement with the Public Property Financing Corporation of California for the purpose of financing the acquisition and improvement of real property to be used as educational facilities by the District. The 2016 Certificates were sold with an initial interest rate of 2.00% and a step-up interest rate of 5.00% commencing August 1, 2021. As of October 1, 2019, the 2016 Certificates were outstanding in the aggregate principal amount of \$8,000,000.

Energy Retrofit Agreement. On July 17, 2012, the District entered into an equipment lease/purchase agreement (the “**Equipment Lease/Purchase Agreement**”) with Banc of America Public Capital Corp. for the acquisition of an energy efficiency program and corresponding equipment. The financing was in a principal amount of \$4,797,640 with an annual interest rate of 2.98%, with the final payment due in fiscal year 2027-28. The District’s obligation under the Equipment Lease/Purchase Agreement is payable from the District’s General Fund.

Investment of District Funds

In accordance with Government Code Section 53600 *et seq.*, the Ventura County Treasurer manages funds deposited with it by the District. The County is required to invest such funds in accordance with California Government Code Sections 53601 *et seq.* In addition, counties are required to establish their own investment policies which may impose limitations beyond those required by the Government Code. The most recent Investment Policy adopted by the Board of Supervisors of the County and the most recent available quarterly investment report are attached hereto as Appendix G.

Effect of State Budget on Revenues

Public school districts in California are dependent on revenues from the State for a large portion of their operating budgets. California school districts generally receive the majority of their operating revenues from various State sources. The primary source of funding for school districts is LCFF funding, which is derived from a combination of State funds and local property taxes (see “—State Funding of Education; Recent State Budgets – Revenue Limits” above). State funds typically make up the majority of a district’s LCFF funding. School districts also receive funding from the State for some specialized programs such as special education.

The availability of State funds for public education is a function of constitutional provisions affecting school district revenues and expenditures (see “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS” below), the condition of the State economy (which affects total revenue available to the State general fund), and the annual State budget process. The District cannot predict how education funding may further be changed in the future, or the state of the economy which in turn can impact the amounts of funds available from the State for education funding. See “STATE FUNDING OF EDUCATION; RECENT STATE BUDGETS” below.

STATE FUNDING OF EDUCATION; RECENT STATE BUDGETS

General. The State requires that from all State revenues there first shall be set apart the moneys to be applied for support of the public school system and public institutions of higher education. Public school districts in California are dependent on revenues from the State for a large portion of their operating budgets. California school districts receive an average of about 55% of their operating revenues from various State sources. The primary source of funding for school districts are revenues under the LCFF, which are a combination of State funds and local property taxes (see “DISTRICT FINANCIAL INFORMATION - Education Funding Generally” above). State funds typically make up the majority of a district’s LCFF allocation, although Basic Aid school districts derive most of their revenues from local property taxes. School districts also receive substantial funding from the State for various categorical programs.

The availability of State funds for public education is a function of constitutional provisions affecting school district revenues and expenditures (see “CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS” below), the condition of the State economy (which affects total revenue available to the State general fund), and the annual State budget process. Decreases in State revenues may significantly affect appropriations made by the legislature to school districts.

As described below in the summaries of State budgeting documents and commentary of the LAO, the COVID-19 pandemic is expected to have a material impact on State revenues and appropriations.

The following information concerning the State’s budgets for the current and most recent preceding years has been compiled from publicly-available information provided by the State. Neither the District, the Underwriter or the County is responsible for the information relating to the State’s budgets provided in this section. Further information is available from the Public Finance Division of the State Treasurer’s Office.

The Budget Process. The State’s fiscal year begins on July 1 and ends on June 30. The annual budget is proposed by the Governor by January 10 of each year for the next fiscal year (the “**Governor’s Budget**”). Under State law, the annual proposed Governor’s Budget cannot provide for projected expenditures in excess of projected revenues and balances available from prior fiscal years. Following the submission of the Governor’s Budget, the Legislature takes up the proposal.

Under the State Constitution, money may be drawn from the State Treasury only through an appropriation made by law. The primary source of the annual expenditure authorizations is the Budget Act as approved by the Legislature and signed by the Governor. The Budget Act must be approved by a majority vote of each house of the Legislature. The Governor may reduce or eliminate specific line items in the Budget Act or any other appropriations bill without vetoing the entire bill. Such individual line-item vetoes are subject to override by a two-thirds majority vote of each house of the Legislature.

Appropriations also may be included in legislation other than the Budget Act. Bills containing appropriations (including for K-14 education) must be approved by a majority vote in each house of the Legislature, unless such appropriations require tax increases, in which case they must be approved by a two-thirds vote of each house of the Legislature and be signed by the Governor. Continuing appropriations, available without regard to fiscal year, may also be provided by statute or the State Constitution.

Funds necessary to meet an appropriation need not be in the State Treasury at the time such appropriation is enacted; revenues may be appropriated in anticipation of their receipt.

Recent State Budgets

Certain information about the State budgeting process and the State Budget is available through several State of California sources. A convenient source of information is the State's website, where recent official statements for State bonds are posted. *The references to internet websites shown below are shown for reference and convenience only, the information contained within the websites may not be current and has not been reviewed by the District and is not incorporated herein by reference.*

- The California State Treasurer Internet home page at [www. Treasurer.ca.gov](http://www.Treasurer.ca.gov), under the heading "Bond Finance" and sub-heading "-Public Finance Division", (1) posts various State of California Official Statements, many of which contain a summary of the current State Budget, past State Budgets, and the impact of those budgets on school districts in the State, and (2) also posts various financial documents for the State under the "-Financial Information" link.
- The California Department of Finance's Internet home page at www.dof.ca.gov, under the heading "California Budget", includes the text of proposed and adopted State Budgets.
- The State Legislative Analyst's Office prepares analyses of the proposed and adopted State budgets. The analyses are accessible on the Legislative Analyst's Internet home page at www.lao.ca.gov under the headings "The Budget" and "State Budget Condition."

Prior Years' Budgeting Techniques. Declining revenues and fiscal difficulties which arose in the State commencing in fiscal year 2008-09 led the State to undertake a number of budgeting strategies, which had subsequent impacts on local agencies within the State. These techniques included the issuance of IOUs in lieu of warrants (checks), the enactment of statutes deferring amounts owed to public schools until a later date in the fiscal year or even into the following fiscal year (known as statutory deferrals), trigger reductions, which were budget cutting measures which were implemented or could have been implemented if certain State budgeting goals were not met, and the dissolution of local redevelopment agencies in part to make available additional funding for local agencies. As a result of the COVID-19 pandemic and subsequent economic recession, budget-cutting strategies such as those used in recent years are being used and may continue to be used in the future during a period of budgetary strain.

2013-14 State Budget: Significant Change in Education Funding. As described previously herein, the 2013-14 State Budget and its related implementing legislation enacted significant reforms to the State's system of K-12 education finance with the enactment of the LCFF. Significant reforms such as the LCFF and other changes in law may have significant impacts on the District's finances.

2020-21 State Budget

Introduction and Background. The Governor signed the fiscal year 2020-21 State Budget (the "**2020-21 State Budget**") on June 29, 2020. The 2020-21 State Budget notes that

the COVID-19 pandemic has impacted every sector of the State's economy and has caused record high unemployment, and further action from the federal government is needed as a result of the crisis. The Governor is pursuing \$1 trillion in flexible federal aid to state and local governments across the country, which support will be critical to mitigate the effects of the public health crisis, encourage recovery, and support persons in need.

At the time of the Governor's proposed 2020-21 State Budget in January, the State was projecting a surplus of \$5.6 billion. At the time of the May Revision with respect to the 2020-21 State Budget, the State had a budget deficit of \$54.3 billion. The 2020-21 State Budget includes measures to close the gap and bring the State's resources and spending into balance while preserving reserves for future years.

To reduce the structural deficit in the coming years, the 2020-21 State Budget sustains the January 1, 2022 suspension of several ongoing programmatic expansions that were made in the 2019 Budget Act. In addition, the 2020-21 State Budget accelerates the suspension of most Proposition 56 (2016 tobacco tax measure) tax rate increases to July 1, 2021. Despite these measures, the State forecasts an operating deficit of \$8.7 billion in 2021-22, after accounting for reserves.

Closing the Budget Gap. The 2020-21 State Budget uses the following strategies to close the budget gap:

- **Reserve Draw Down:** Draws down \$8.8 billion in reserves, including from the State's Rainy Day Fund (\$7.8 billion), the Safety Net Reserve (\$450 million), and all of the funds in the Public School System Stabilization Account.
- **Triggers:** Includes \$11.1 billion in funding reductions and deferrals that will be restored if at least \$14 billion in federal funds are received by October 15, 2020. If the State receives a lesser amount between \$2 billion and \$14 billion, the reductions and deferrals will be partially restored. The trigger includes \$6.6 billion in deferred funding for schools.
- **Federal Funds:** Relies on \$10.1 billion in federal funds that provide State general fund relief, including \$8.1 billion already received.
- **Revenues:** Temporarily suspends the use of net operating losses for medium and large businesses and temporarily limits to \$5 million the amount of business incentive credits a taxpayer can use in any given tax year. These short-term limitations will generate \$4.4 billion in new revenues in the 2020-21 fiscal year.
- **Borrowing/Transfers/Deferrals:** Relies on \$9.3 billion in special fund borrowing and transfers, as well as other deferrals for K-14 schools. Approximately \$900 million in additional special fund borrowing is associated with the reductions to employee compensation and is contained in the trigger.
- **Other Solutions:** Cancelling multiple program expansions and anticipating increased government efficiencies, higher ongoing revenues above the May Revision forecast and lower health and human services caseload costs than the May Revision estimated.

General Budget Highlights. Certain highlights of the 2020-21 State Budget are:

Emergency Response: COVID-19 and other emergency response efforts included in the 2020-21 State Budget are:

- Responding to COVID-19: The State expects to receive over \$72 billion in federal assistance to State programs, of which unemployment insurance represents about \$52 billion of this total. Under the CARES Act, the State received \$9.5 billion for various uses including \$4.4 billion to mitigate K-14 learning loss. The amount of \$5.9 million of General Fund spending for 2020-21 and \$4.8 million ongoing is allocated to support the State Department of Health's response to COVID-19.
- Enhancements to Emergency Responses and Preparedness: \$117.6 million is allocated to the State Office of Emergency Services to enhance emergency preparedness and response capabilities, including with respect to power outages, earthquakes, wildfires and cybersecurity.
- Forestry and Fire Protection: \$90 million is allocated to enhance CAL FIRE's fire protection capabilities, including for wildfire prediction and modeling technology.

Revenue Solutions. Revenue measures which are expected to net \$4.3 billion in 2020-21, \$3.1 billion in 2021-22 and \$1.3 billion in 2022-23, include:

- Certain Tax Measure Extensions. Extending certain tax measures including certain sales tax exemptions through the end of 2022-23, extending the carryover period for film credits from 6 years to 9 years, and extending the current exemption from the minimum tax for first year corporations to first year limited liability corporations, partnerships, and limited liability partnerships.
- Expansion of Earned Income Tax. Expanding the Earned Income Tax Credit to certain taxpayers.
- Changes to Tax Laws and Sales Tax. Changes in tax law including suspending net operating losses for 2020, 2021, and 2022 for medium and large businesses, and limiting certain business incentive tax credits, and with respect to closing the sale tax loss gap, requiring used car dealers to remit sales tax to the Department of Motor Vehicles with registration fees.

Recovery for Small Businesses. The 2020-21 State Budget includes a waiver of the minimum franchise tax for the first year of operation, \$100 million budgeted for the State's small business loan program, \$25 million to provide capital to enable the origination of more loans in underbanked communities, and adding funding of \$758,000 ongoing for positions relating to small business support.

Housing. Up to \$500 million is allocated in State tax credits for low-income housing in 2021, under certain conditions. The 2020-21 State Budget provides \$331 million in National Mortgage Settlement funds to help prevent avoidable foreclosures and

evictions, and \$8.3 billion across multiple departments and programs to address housing throughout the State.

K-12 Education Funding Summary. For K-12 education funding, the 2020-21 State Budget provides for funding under Proposition 98 of \$70.9 billion, which is more than \$10 billion below the minimum guarantee contained in the State's 2019-20 budget. For K-12 schools, this results in Proposition 98 per pupil spending of \$10,654 in 2020-21, which is a \$1,339 decrease over the 2019-20 per pupil spending levels. Additionally, in the same period, per pupil spending from all State, federal, and local sources decreased by approximately \$542 per pupil to \$16,881.

Efforts to mitigate the impact of the decline in K-12 funding in the 2020-21 State Budget include:

Deferrals: \$1.9 billion of LCFF apportionment deferrals in 2019-20, growing to \$11 billion LCFF apportionment deferrals in 2020-21. These deferrals will allow LCFF funding to remain at 2019-20 levels in both fiscal years. The statutory LCFF cost-of-living adjustment is suspended in 2020-21. Of the total deferrals, \$5.8 billion will be triggered off in 2020-21 if the federal funding becomes available.

Learning Loss Mitigation: A one-time investment of \$5.3 billion (\$4.4 billion federal Coronavirus Relief Fund, \$539.9 million Proposition 98 General Fund, and \$355.2 million federal Governor's Emergency Education Relief Fund) to local educational agencies to address learning loss related to COVID-19 school closures. Funds will be allocated to local educational agencies on an equity basis, with an emphasis on ensuring the greatest resources are available to local educational agencies serving students with the greatest needs.

Supplemental Appropriations: In 2019-20 and 2020-21, the Proposition 98 funding level drops below the target funding level by a total of approximately \$12.4 billion. To accelerate the recovery from this funding reduction, the 2020-21 State Budget provides supplemental appropriations above the constitutionally-required Proposition 98 funding level, beginning in 2021-22, and in each of the next several fiscal years, in an amount equal to 1.5 percent of State general fund revenues per year, up to a cumulative total of \$12.4 billion.

Revised PERS and STRS Contributions. To provide local educational agencies with increased fiscal relief, the 2020-21 State Budget redirects \$2.3 billion appropriated in the 2019 Budget Act to STRS and PERS for long-term unfunded liabilities to reduce employer contribution rates in 2020-21 and 2021-22. This reallocation will reduce the STRS employer rate from 18.41 percent to approximately 16.15 percent in 2020-21 and from 17.9 percent to 16.02 percent in 2021-22. The PERS Schools Pool employer contribution rate will be further reduced from 22.67 percent to 20.7 percent in 2020-21 and from 24.6 percent to 22.84 percent in 2021-22.

Federal Funds. The 2020-21 State Budget appropriates \$1.6 billion in federal Elementary and Secondary School Emergency Relief funds that the State was recently awarded. Of this amount, 90 percent (\$1.5 billion) will be allocated to local educational agencies in proportion to the amount of Title I-A funding they receive to be used for COVID-19 related costs. The remaining 10 percent (\$164.7 million) is available for certain COVID-19 related State-level activities, such as providing additional funding for student meals and social services.

Special Education. The 2020-21 State Budget increases special education base rates to \$625 per pupil pursuant to a new funding formula, apportioned using the existing hold harmless methodology, and provides \$100 million to increase funding for students with low-incidence disabilities. Additional federal funding received by the State is also allocated to various special education programs.

Average Daily Attendance. To ensure funding stability regardless of the instructional model undertaken in the 2020-21 academic year, the 2020-21 State Budget includes a hold harmless for the average daily attendance used to calculate school funding for all local educational agencies.

In addition, the 2020-21 State Budget includes certain employee protection terms to ensure the continuity of employment for essential school staff during the COVID-19 pandemic. As such, the 2020-21 State Budget includes the suspension of the August 15, 2020, layoff window for teachers and other non-administrative certificated staff, and the suspension of layoffs for classified staff working in transportation, nutrition, and custodial services from July 1, 2020 through June 30, 2021. The 2020-21 State Budget also includes the intent of the State Legislature that school districts, community college districts, joint powers authorities, and county offices of education retain all classified employees in the 2020-21 fiscal year.

Disclaimer Regarding State Budgets. The implementation of the foregoing 2020-21 State Budget, and future State budgets may be affected by numerous factors, including but not limited to: (i) shifts in costs from the federal government to the State, (ii) national, State and international economic conditions, (iii) litigation risks associated with proposed spending reductions, (iv) rising health care costs and/or other unfunded liabilities, such as pension or OPEB, and (v) numerous other factors, all or any of which could cause the revenue and spending projections included in such budgets to be unattainable, including the COVID-19 emergency.

The District cannot predict the impact that the COVID-19 emergency, the results of the State's 2019-20 budget, the 2020-21 State Budget, or subsequent state budgets, including adjustments made for economic conditions, will have on its own finances and operations. However, the Bonds are secured by *ad valorem* taxes levied and collected on taxable property in the District, without limit as to rate or amount, and are not secured by a pledge of revenues of the District or its general fund.

The State has not entered into any contractual commitments with the District, the County, the Underwriter or the owners of the Bonds to provide State budget information to the District or the owners of the Bonds. Although they believe the sources of information listed below are reliable, neither the District nor the Underwriter assumes any responsibility for the accuracy of State budget information set forth or referred to or incorporated in this Official Statement.

Availability of State Budgets. The complete 2020-21 State Budget is available from the California Department of Finance website at www.ebudget.ca.gov. An impartial analysis of the budget is published by the Legislative Analyst Office, and is available at www.lao.ca.gov/budget. The District can take no responsibility for the continued accuracy of these internet addresses or for the accuracy, completeness or timeliness of information posted on these sites, and such information is not incorporated in this Official Statement by these

references. The information referred to above should not be relied upon when making an investment decision with respect to the Bonds.

Uncertainty Regarding Future State Budgets. The District cannot predict what actions will be taken in future years by the State legislature or the Governor to address the State's current or future revenues and expenditures, or possible future budget deficits. Future State budgets will be affected by national and State economic conditions and other factors over which the District has no control. The District cannot predict what impact any future budget proposals will have on the financial condition of the District. To the extent that the State budget process results in reduced revenues to the District, the District will be required to make adjustments to its own budgets.

Legal Challenges to State Funding of Education

The application of Proposition 98 and other statutory regulations has been the subject of various legal challenges in the past. The District cannot predict if or when there will be changes to education funding or legal challenges which may arise relating thereto.

CONSTITUTIONAL AND STATUTORY PROVISIONS AFFECTING DISTRICT REVENUES AND APPROPRIATIONS

Principal of and interest on the Bonds are payable from the proceeds of an *ad valorem* tax levied by the County for the payment thereof. Articles XIII A, XIII B, XIII C, and XIII D of the State Constitution, Propositions 62, 98, 111, 39 and 218, and certain other provisions of law discussed below, are included in this section to describe the potential effect of these Constitutional and statutory measures on the ability of the District to levy taxes and spend tax proceeds for operating and other purposes, and it should not be inferred from the inclusion of such materials that these laws impose any limitation on the ability of the District to levy taxes for payment of the Bonds. The tax levied by the County for payment of the Bonds was approved by the District's voters in compliance with Article XIII A and all applicable laws.

Constitutionally Required Funding of Education

The State Constitution requires that from all State revenues, there shall be first set apart the moneys to be applied by the State for the support of the public school system and public institutions of higher education. School districts receive a significant portion of their funding from State appropriations. As a result, decreases and increases in State revenues can significantly affect appropriations made by the State Legislature to school districts.

Article XIII A of the California Constitution

Basic Property Tax Levy. On June 6, 1978, California voters approved Proposition 13 ("Proposition 13"), which added Article XIII A to the State Constitution ("Article XIII A"). Article XIII A limits the amount of any *ad valorem* tax on real property to 1% of the full cash value thereof, except that additional *ad valorem* taxes may be levied to pay debt service on (i) indebtedness approved by the voters prior to July 1, 1978, (ii) (as a result of an amendment to Article XIII A approved by State voters on June 3, 1986) on bonded indebtedness for the acquisition or improvement of real property which has been approved on or after July 1, 1978 by two-thirds of the voters on such indebtedness (which provided the authority for the issuance of the Refunded Bonds), and (iii) (as a result of an amendment to Article XIII A approved by State

voters on November 7, 2000) bonded indebtedness incurred by a school district or community college district for the construction, reconstruction, rehabilitation or replacement of school facilities or the acquisition or lease of real property for school facilities, approved by 55% of the voters of the district, but only if certain accountability measures are included in the proposition. All of the District's outstanding general obligation bonds were authorized pursuant to clause (iii) above. Article XIII A defines full cash value to mean "the county assessor's valuation of real property as shown on the 1975-76 tax bill under full cash value, or thereafter, the appraised value of real property when purchased, newly constructed, or a change in ownership have occurred after the 1975 assessment". This full cash value may be increased at a rate not to exceed 2% per year to account for inflation.

Article XIII A has subsequently been amended to permit reduction of the "full cash value" base in the event of declining property values caused by damage, destruction or other factors, to provide that there would be no increase in the "full cash value" base in the event of reconstruction of property damaged or destroyed in a disaster and in other minor or technical ways.

Legislation Implementing Article XIII A. Legislation has been enacted and amended a number of times since 1978 to implement Article XIII A. Under current law, local agencies are no longer permitted to levy directly any property tax (except to pay voter-approved indebtedness). The 1% property tax is automatically levied by the county and distributed according to a formula among taxing agencies. The formula apportions the tax roughly in proportion to the relative shares of taxes levied prior to 1979.

Increases of assessed valuation resulting from reappraisals of property due to new construction, change in ownership or from the annual adjustment not to exceed 2% are allocated among the various jurisdictions in the "taxing area" based upon their respective "situs." Any such allocation made to a local agency continues as part of its allocation in future years.

Inflationary Adjustment of Assessed Valuation. As described above, the assessed value of a property may be increased at a rate not to exceed 2% per year to account for inflation. On December 27, 2001, the Orange County Superior Court, in *County of Orange v. Orange County Assessment Appeals Board No. 3*, held that where a home's taxable value did not increase for two years, due to a flat real estate market, the Orange County assessor violated the 2% inflation adjustment provision of Article XIII A, when the assessor tried to "recapture" the tax value of the property by increasing its assessed value by 4% in a single year. The assessors in most California counties, including the County, use a similar methodology in raising the taxable values of property beyond 2% in a single year. The State Board of Equalization has approved this methodology for increasing assessed values. On appeal, the Appellate Court held that the trial court erred in ruling that assessments are always limited to no more than 2% of the previous year's assessment. On May 10, 2004 a petition for review was filed with the California Supreme Court. The petition has been denied by the California Supreme Court. As a result of this litigation, the "recapture" provision described above may continue to be employed in determining the full cash value of property for property tax purposes.

Article XIII B of the California Constitution

Article XIII B ("**Article XIII B**") of the State Constitution, as subsequently amended by Propositions 98 and 111, respectively, limits the annual appropriations of the State and of any city, county, school district, authority or other political subdivision of the State to the level of appropriations of the particular governmental entity for the prior fiscal year, as adjusted for

changes in the cost of living and in population and for transfers in the financial responsibility for providing services and for certain declared emergencies. For fiscal years beginning on or after July 1, 1990, the appropriations limit of each entity of government shall be the appropriations limit for the 1986-87 fiscal year adjusted for the changes made from that fiscal year under the provisions of Article XIII B, as amended.

The appropriations of an entity of local government subject to Article XIII B limitations include the proceeds of taxes levied by or for that entity and the proceeds of certain state subventions to that entity. "Proceeds of taxes" include, but are not limited to, all tax revenues and the proceeds to the entity from (a) regulatory licenses, user charges and user fees (but only to the extent that these proceeds exceed the reasonable costs in providing the regulation, product or service), and (b) the investment of tax revenues.

Appropriations subject to limitation do not include (a) refunds of taxes, (b) appropriations for debt service, (c) appropriations required to comply with certain mandates of the courts or the federal government, (d) appropriations of certain special districts, (e) appropriations for all qualified capital outlay projects as defined by the legislature, (f) appropriations derived from certain fuel and vehicle taxes and (g) appropriations derived from certain taxes on tobacco products.

Article XIII B includes a requirement that all revenues received by an entity of government other than the State in a fiscal year and in the fiscal year immediately following it in excess of the amount permitted to be appropriated during that fiscal year and the fiscal year immediately following it shall be returned by a revision of tax rates or fee schedules within the next two subsequent fiscal years. However, in the event that a school district's revenues exceed its spending limit, the district may in any fiscal year increase its appropriations limit to equal its spending by borrowing appropriations limit from the State.

Article XIII B also includes a requirement that 50% of all revenues received by the State in a fiscal year and in the fiscal year immediately following it in excess of the amount permitted to be appropriated during that fiscal year and the fiscal year immediately following it shall be transferred and allocated to the State School Fund under Section 8.5 of Article XVI of the State Constitution.

Unitary Property

Some amount of property tax revenue of the District is derived from utility property which is considered part of a utility system with components located in many taxing jurisdictions ("**unitary property**"). Under the State Constitution, such property is assessed by the State Board of Equalization ("**SBE**") as part of a "going concern" rather than as individual pieces of real or personal property. State-assessed unitary and certain other property is allocated to the counties by SBE, taxed at special county-wide rates, and the tax revenues distributed to taxing jurisdictions (including the District) according to statutory formulae generally based on the distribution of taxes in the prior year.

Articles XIIC and XIID

On November 5, 1996, the voters of the State of California approved Proposition 218, popularly known as the “Right to Vote on Taxes Act.” Proposition 218 added to the California Constitution Articles XIIC and XIID (respectively, “**Article XIIC**” and “**Article XIID**”), which contain a number of provisions affecting the ability of local agencies, including school districts, to levy and collect both existing and future taxes, assessments, fees and charges.

According to the “Title and Summary” of Proposition 218 prepared by the California Attorney General, Proposition 218 limits “the authority of local governments to impose taxes and property-related assessments, fees and charges.” Among other things, Article XIIC establishes that every tax is either a “general tax” (imposed for general governmental purposes) or a “special tax” (imposed for specific purposes), prohibits special purpose government agencies such as school districts from levying general taxes, and prohibits any local agency from imposing, extending or increasing any special tax beyond its maximum authorized rate without a two-thirds vote; and also provides that the initiative power will not be limited in matters of reducing or repealing local taxes, assessments, fees and charges. Article XIIC further provides that no tax may be assessed on property other than *ad valorem* property taxes imposed in accordance with Articles XIII and XIII A of the California Constitution and special taxes approved by a two-thirds vote under Article XIII A, Section 4.

On November 2, 2010, Proposition 26 was approved by State voters, which amended Article XIIC to expand the definition of “tax” to include “any levy, charge, or exaction of any kind imposed by a local government” except the following: (1) a charge imposed for a specific benefit conferred or privilege granted directly to the payor that is not provided to those not charged, and which does not exceed the reasonable costs to the local government of conferring the benefit or granting the privilege; (2) a charge imposed for a specific government service or product provided directly to the payor that is not provided to those not charged, and which does not exceed the reasonable costs to the local government of providing the service or product; (3) a charge imposed for the reasonable regulatory costs to a local government for issuing licenses and permits, performing investigations, inspections, and audits, enforcing agricultural marketing orders, and the administrative enforcement and adjudication thereof; (4) a charge imposed for entrance to or use of local government property, or the purchase, rental, or lease of local government property; (5) a fine, penalty, or other monetary charge imposed by the judicial branch of government or a local government, as a result of a violation of law; (6) a charge imposed as a condition of property development; and (7) assessments and property-related fees imposed in accordance with the provisions of Article XIID. Proposition 26 provides that the local government bears the burden of proving by a preponderance of the evidence that a levy, charge, or other exaction is not a tax, that the amount is no more than necessary to cover the reasonable costs of the governmental activity, and that the manner in which those costs are allocated to a payor bear a fair or reasonable relationship to the payor’s burdens on, or benefits received from, the governmental activity.

Article XIID deals with assessments and property-related fees and charges, and explicitly provides that nothing in Article XIIC or XIID will be construed to affect existing laws relating to the imposition of fees or charges as a condition of property development.

While the provisions of Proposition 218 may have an indirect effect on the District, such as by limiting or reducing the revenues otherwise available to other local governments whose boundaries encompass property located within the District (thereby causing such local governments to reduce service levels and possibly adversely affecting the value of property

within the District), the District does not believe that Proposition 218 will directly impact the revenues available to pay debt service on the Bonds.

Proposition 98

On November 8, 1988, California voters approved Proposition 98, a combined initiative constitutional amendment and statute called the “Classroom Instructional Improvement and Accountability Act” (the “**Accountability Act**”). Certain provisions of the Accountability Act have, however, been modified by Proposition 111, discussed below, the provisions of which became effective on July 1, 1990. The Accountability Act changes State funding of public education below the university level and the operation of the State’s appropriations limit. The Accountability Act guarantees State funding for K-12 school districts and community college districts (hereinafter referred to collectively as “K-14 school districts”) at a level equal to the greater of (a) the same percentage of general fund revenues as the percentage appropriated to such districts in 1986-87, and (b) the amount actually appropriated to such districts from the general fund in the previous fiscal year, adjusted for increases in enrollment and changes in the cost of living. The Accountability Act permits the Legislature to suspend this formula for a one-year period.

The Accountability Act also changes how tax revenues in excess of the State appropriations limit are distributed. Any excess State tax revenues up to a specified amount would, instead of being returned to taxpayers, be transferred to K-14 school districts. Any such transfer to K-14 school districts would be excluded from the appropriations limit for K-14 school districts and the K-14 school district appropriations limit for the next year would automatically be increased by the amount of such transfer. These additional moneys would enter the base funding calculation for K-14 school districts for subsequent years, creating further pressure on other portions of the State budget, particularly if revenues decline in a year following an Article XIII B surplus. The maximum amount of excess tax revenues which could be transferred to K-14 school districts is 4% of the minimum State spending for education mandated by the Accountability Act.

Proposition 111

On June 5, 1990, the voters approved Proposition 111 (Senate Constitutional Amendment No. 1) called the “Traffic Congestion Relief and Spending Limit Act of 1990” (“**Proposition 111**”) which further modified Article XIII B and Sections 8 and 8.5 of Article XVI of the State Constitution with respect to appropriations limitations and school funding priority and allocation.

The most significant provisions of Proposition 111 are summarized as follows:

Annual Adjustments to Spending Limit. The annual adjustments to the Article XIII B spending limit were liberalized to be more closely linked to the rate of economic growth. Instead of being tied to the Consumer Price Index, the “change in the cost of living” is now measured by the change in California *per capita* personal income. The definition of “change in population” specifies that a portion of the State’s spending limit is to be adjusted to reflect changes in school attendance.

Treatment of Excess Tax Revenues. “Excess” tax revenues with respect to Article XIII B are now determined based on a two-year cycle, so that the State can avoid having to return to taxpayers excess tax revenues in one year if its appropriations in the next fiscal year

are under its limit. In addition, the Proposition 98 provision regarding excess tax revenues was modified. After any two-year period, if there are excess State tax revenues, 50% of the excess are to be transferred to K-14 school districts with the balance returned to taxpayers; under prior law, 100% of excess State tax revenues went to K-14 school districts, but only up to a maximum of 4% of the schools' minimum funding level. Also, reversing prior law, any excess State tax revenues transferred to K-14 school districts are not built into the school districts' base expenditures for calculating their entitlement for State aid in the next year, and the State's appropriations limit is not to be increased by this amount.

Exclusions from Spending Limit. Two exceptions were added to the calculation of appropriations which are subject to the Article XIII B spending limit. First, there are excluded all appropriations for "qualified capital outlay projects" as defined by the Legislature. Second, there are excluded any increases in gasoline taxes above the 1990 level (then nine cents per gallon), sales and use taxes on such increment in gasoline taxes, and increases in receipts from vehicle weight fees above the levels in effect on January 1, 1990. These latter provisions were necessary to make effective the transportation funding package approved by the Legislature and the Governor, which expected to raise over \$15 billion in additional taxes from 1990 through 2000 to fund transportation programs.

Recalculation of Appropriations Limit. The Article XIII B appropriations limit for each unit of government, including the State, is to be recalculated beginning in fiscal year 1990-91. It is based on the actual limit for fiscal year 1986-87, adjusted forward to 1990-91 as if Proposition 111 had been in effect.

School Funding Guarantee. There is a complex adjustment in the formula enacted in Proposition 98 which guarantees K-14 school districts a certain amount of State general fund revenues. Under prior law, K-14 school districts were guaranteed the greater of (1) 40.9% of State general fund revenues (the "**first test**") or (2) the amount appropriated in the prior year adjusted for changes in the cost of living (measured as in Article XIII B by reference to *per capita* personal income) and enrollment (the "**second test**"). Under Proposition 111, schools will receive the greater of (1) the first test, (2) the second test, or (3) a third test, which will replace the second test in any year when growth in *per capita* State general fund revenues from the prior year is less than the annual growth in California per capita personal income (the "**third test**"). Under the third test, schools will receive the amount appropriated in the prior year adjusted for change in enrollment and *per capita* State general fund revenues, plus an additional small adjustment factor. If the third test is used in any year, the difference between the third test and the second test will become a "credit" to schools which will be paid in future years when State general fund revenue growth exceeds personal income growth.

Proposition 39

On November 7, 2000, California voters approved an amendment (commonly known as “**Proposition 39**”) to the California Constitution. This amendment (1) allows school facilities bond measures to be approved by 55% (rather than two-thirds) of the voters in local elections and permits property taxes to exceed the current 1% limit in order to repay the bonds and (2) changes existing statutory law regarding charter school facilities. As adopted, the constitutional amendments may be changed only with another Statewide vote of the people. The statutory provisions could be changed by a majority vote of both houses of the Legislature and approval by the Governor, but only to further the purposes of the proposition. The local school jurisdictions affected by this proposition are K-12 school districts, community college districts, including the District, and county offices of education. As noted above, the California Constitution previously limited property taxes to 1% of the value of property. Prior to the approval of Proposition 39, property taxes could only exceed this limit to pay for (1) any local government debts approved by the voters prior to July 1, 1978 or (2) bonds to acquire or improve real property that receive two-thirds voter approval after July 1, 1978.

The 55% vote requirement authorized by Proposition 39 applies only if the local bond measure presented to the voters includes: (1) a requirement that the bond funds can be used only for construction, rehabilitation, equipping of school facilities, or the acquisition or lease of real property for school facilities; (2) a specific list of school projects to be funded and certification that the school board has evaluated safety, class size reduction, and information technology needs in developing the list; and (3) a requirement that the school board conduct annual, independent financial and performance audits until all bond funds have been spent to ensure that the bond funds have been used only for the projects listed in the measure. Legislation approved in June 2000 places certain limitations on local school bonds to be approved by 55% of the voters. These provisions require that the tax rate levied as the result of any single election be no more than \$60 (for a unified school district), \$30 (for an elementary school district or high school district), or \$25 (for a community college district), per \$100,000 of taxable property value. These requirements are not part of this proposition and can be changed with a majority vote of both houses of the Legislature and approval by the Governor.

Proposition 30 and Proposition 55

On November 6, 2012, voters approved the Guaranteed Local Public Safety Funding, Initiative Constitutional Amendment (also known as “**Proposition 30**”), which temporarily increased the State Sales and Use Tax and personal income tax rates on higher incomes. Proposition 30 temporarily imposed an additional tax on all retailers, at the rate of 0.25% of gross receipts from the sale of all tangible personal property sold in the State from January 1, 2013 to December 31, 2016. Proposition 30 also imposed an additional excise tax on the storage, use, or other consumption in the State of tangible personal property purchased from a retailer on and after January 1, 2013 and before January 1, 2017. This excise tax was levied at a rate of 0.25% of the sales price of the property so purchased. For personal income taxes imposed beginning in the taxable year commencing January 1, 2012 and ending December 31, 2018, Proposition 30 increases the marginal personal income tax rate by: (i) 1% for taxable income over \$250,000 but less than \$300,000 for single filers (over \$500,000 but less than \$600,000 for joint filers and over \$340,000 but less than \$408,000 for head-of-household filers), (ii) 2% for taxable income over \$300,000 but less than \$500,000 for single filers (over \$600,000 but less than \$1,000,000 for joint filers and over \$408,000 but less than \$680,000 for head-of-household filers), and (iii) 3% for taxable income over \$500,000 for single filers (over \$1,000,000 for joint filers and over \$680,000 for head-of-household filers).

The revenues generated from the temporary tax increases are included in the calculation of the Proposition 98 minimum funding guarantee for school districts and community college districts. See “-Proposition 98” and “-Proposition 111” above. From an accounting perspective, the revenues generated from the temporary tax increases are deposited into the State account created pursuant to Proposition 30 called the Education Protection Account (the “**EPA**”). Pursuant to Proposition 30, funds in the EPA are allocated quarterly, with 89% of such funds provided to school districts and 11% provided to community college districts. The funds are distributed to school districts and community college districts in the same manner as existing unrestricted per-student funding, except that no school district will receive less than \$200 per unit of ADA and no community college district will receive less than \$100 per full time equivalent student. The governing board of each school district and community college district is granted sole authority to determine how the moneys received from the EPA are spent, provided that, the appropriate governing board is required to make these spending determinations in open session at a public meeting and such local governing boards are prohibited from using any funds from the EPA for salaries or benefits of administrators or any other administrative costs.

The California Children’s Education and Health Care Protection Act of 2016, also known as Proposition 55, was a constitutional amendment initiative that was approved on the November 8, 2016 general election ballot in California. Proposition 55 extends the increases to personal income tax rates for high-income taxpayers that were approved as part of Proposition 30 through 2030, instead of the scheduled expiration date of December 31, 2018. Tax revenue received under Proposition 55 is to be allocated 89% to K-12 schools and 11% to community colleges. Proposition 55 did not extend the sales and excise tax increases of Proposition 30.

Proposition 1A and Proposition 22

On November 2, 2004, California voters approved Proposition 1A, which amended the State constitution to significantly reduce the State's authority over major local government revenue sources. Under Proposition 1A, the State cannot (i) reduce local sales tax rates or alter the method of allocating the revenue generated by such taxes, (ii) shift property taxes from local governments to schools or community colleges, (iii) change how property tax revenues are

shared among local governments without two-thirds approval of both houses of the State Legislature or (iv) decrease Vehicle License Fee revenues without providing local governments with equal replacement funding. Under Proposition 1A, beginning, in 2008-09, the State may shift to schools and community colleges a limited amount of local government property tax revenue if certain conditions are met, including: (i) a proclamation by the Governor that the shift is needed due to a severe financial hardship of the State, and (ii) approval of the shift by the State Legislature with a two-thirds vote of both houses. Under such a shift, the State must repay local governments for their property tax losses, with interest, within three years. Proposition 1A does allow the State to approve voluntary exchanges of local sales tax and property tax revenues among local governments within a county. Proposition 1A also amended the State Constitution to require the State to suspend certain State laws creating mandates in any year that the State does not fully reimburse local governments for their costs to comply with the mandates. This provision does not apply to mandates relating to schools or community colleges or to those mandates relating to employee rights.

Proposition 22, a constitutional initiative entitled the “Local Taxpayer, Public Safety, and Transportation Protection Act of 2010,” approved on November 2, 2010, superseded many of the provisions of Proposition 1A. This initiative amends the State constitution to prohibit the legislature from diverting or shifting revenues that are dedicated to funding services provided by local government or funds dedicated to transportation improvement projects and services. Under this proposition, the State is not allowed to take revenue derived from locally imposed taxes, such as hotel taxes, parcel taxes, utility taxes and sales taxes, and local public transit and transportation funds. Further, in the event that a local governmental agency sues the State alleging a violation of these provisions and wins, then the State must automatically appropriate the funds needed to pay that local government. This Proposition was intended to, among other things, stabilize local government revenue sources by restricting the State’s control over local property taxes. Proposition 22 did not prevent the California State Legislature from dissolving State redevelopment agencies pursuant to AB 1X26, as confirmed by the decision of the California Supreme Court decision in *California Redevelopment Association v. Matosantos* (2011).

Because Proposition 22 reduces the State’s authority to use or reallocate certain revenue sources, fees and taxes for State general fund purposes, the State will have to take other actions to balance its budget, such as reducing State spending or increasing State taxes, and school and college districts that receive Proposition 98 or other funding from the State will be more directly dependent upon the State’s general fund.

California Senate Bill 222

Senate Bill 222 (“**SB 222**”) was signed by the California Governor on July 13, 2015 and became effective on January 1, 2016. SB 222 amended Section 15251 of the California Education Code and added Section 52515 to the California Government Code to provide that voter-approved general obligation bonds which are secured by *ad valorem* tax collections such as the Bonds are secured by a statutory lien on all revenues received pursuant to the levy and collection of the property tax imposed to service those bonds. Said lien shall attach automatically and is valid and binding from the time the bonds are executed and delivered. The lien is enforceable against the issuer, its successors, transferees, and creditors, and all others asserting rights therein, irrespective of whether those parties have notice of the lien and without the need for any further act. The effect of SB 222 is the treatment of general obligation bonds as secured debt in bankruptcy due to the existence of a statutory lien.

Future Initiatives

Article XIII A, Article XIII B, Article XIII C and Article XIII D of the California Constitution and Propositions 98, 22, 26, 30, 39, 1A, 55, 111 and 218 were each adopted as measures that qualified for the ballot under the State's initiative process. From time to time other initiative measures could be adopted further affecting District revenues or the District's ability to expend revenues. The nature and impact of these measures cannot be anticipated by the District.

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APPENDIX C

GENERAL INFORMATION ABOUT THE CITY OF OXNARD AND THE COUNTY OF VENTURA

The following information concerning the City of Oxnard (the “City”) and Ventura County (the “County”) is included only for the purpose of supplying general information regarding the area of the District. The Bonds are not a debt of the City, the County, the State of California (the “State”) or any of its political subdivisions (other than the District), and none of the City, the County, the State or any of its political subdivisions (except the District) is liable therefor.

The COVID-19 outbreak is ongoing, and the duration and severity of the outbreak, and the economic and other impacts of actions that may be taken by governmental authorities to contain the outbreak or to treat its impact, are developing and uncertain. The information set forth in this Appendix C predates the outbreak of the COVID-19 pandemic and should not be relied upon as representative of the current demographics within the District.

General

The County of Ventura is situated on the southern California Coast. The County covers an area of approximately 1,843 square miles and ranks 26th in size among California’s 58 counties. The County is bordered by the Pacific Ocean to the south and west, Santa Barbara County to the west, Kern County to the north, and Los Angeles County to the east. The County’s major population centers are San Buenaventura (the County seat), Oxnard, Thousand Oaks, Simi Valley, and Camarillo. All are within approximately 60 miles of downtown Los Angeles.

Most of the northern half of the County is within the Los Padres National Forest. Mountain ranges created fertile valleys and broad alluvial basins, primarily in the southern half of the County. The high soil fertility and good drainage of the alluvial basins have helped the County become a leading agricultural producer.

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Population

The following table lists population estimates for the City, the County and the other major cities in the County as of January 1 each year for the last five calendar years.

**CITY OF OXNARD
VENTURA COUNTY
Population Estimates
Calendar Years 2016 through 2020**

| | 2016 | 2017 | 2018 | 2019 | 2020 |
|---------------------|----------------|----------------|----------------|----------------|----------------|
| Camarillo | 68,463 | 68,530 | 68,796 | 70,024 | 70,261 |
| Fillmore | 15,454 | 15,546 | 15,652 | 15,680 | 15,566 |
| Moorpark | 36,217 | 36,337 | 36,569 | 36,649 | 36,278 |
| Ojai | 7,591 | 7,570 | 7,584 | 7,591 | 7,557 |
| Oxnard | 206,085 | 205,974 | 206,222 | 206,221 | 206,352 |
| Port Hueneme | 23,127 | 23,119 | 23,370 | 23,457 | 23,607 |
| San Buenaventura | 109,513 | 109,473 | 109,288 | 107,021 | 106,276 |
| Santa Paula | 30,843 | 30,731 | 30,778 | 30,573 | 30,389 |
| Simi Valley | 125,905 | 125,728 | 125,738 | 125,664 | 125,115 |
| Thousand Oaks | 129,142 | 128,666 | 128,701 | 127,610 | 126,484 |
| Balance of County | 97,491 | 97,383 | 96,626 | 95,560 | 95,001 |
| Total County | 849,831 | 849,057 | 849,324 | 846,050 | 842,886 |

Source: California Department of Finance estimates.

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Employment and Industry

The District is included in the Oxnard-Thousand Oaks-Ventura Metropolitan Statistical Area (“MSA”). The unemployment rate in the Ventura County was 13.5% in May 2020, down from a revised 13.9% from April 2020, and above the year-ago estimate of 3.0%. This compares with an unemployment rate of 15.9% for California and 13.0% for the nation during the same period.

The following table shows civilian labor force and wage and salary employment data for the Oxnard-Thousand Oaks-Ventura Metropolitan Statistical Area, which is coterminous with Ventura County and, therefore, includes the City of Ventura, for the past five calendar years. These figures are area-wide statistics and may not necessarily accurately reflect employment trends in the City.

OXNARD-THOUSAND OAKS-VENTURA METROPOLITAN STATISTICAL AREA (Ventura County) Annual Average Civilian Labor Force, Employment and Unemployment, Employment by Industry (March 2019 Benchmark)

| | 2015 | 2016 | 2017 | 2018 | 2019 |
|---|---------|---------|---------|---------|---------|
| Civilian Labor Force ⁽¹⁾ | 427,200 | 425,300 | 424,200 | 423,600 | 423,400 |
| Employment | 403,100 | 403,100 | 405,100 | 407,300 | 408,200 |
| Unemployment | 24,100 | 22,200 | 19,100 | 16,300 | 15,200 |
| Unemployment Rate | 5.6% | 5.2% | 4.5% | 3.8% | 3.6% |
| Wage and Salary Employment: ⁽²⁾ | | | | | |
| Agriculture | 26,300 | 25,200 | 23,800 | 24,300 | 24,700 |
| Mining and Logging | 1,000 | 900 | 900 | 900 | 900 |
| Construction | 14,200 | 14,600 | 15,700 | 16,800 | 17,100 |
| Manufacturing | 9,500 | 10,000 | 10,800 | 11,300 | 11,100 |
| Wholesale Trade | 25,900 | 25,700 | 25,600 | 26,200 | 26,400 |
| Retail Trade | 12,600 | 13,000 | 13,200 | 13,100 | 13,200 |
| Trans., Warehousing and Utilities | 39,900 | 40,000 | 40,100 | 39,600 | 38,500 |
| Information | 6,000 | 6,000 | 6,100 | 6,300 | 6,300 |
| Finance and Insurance | 5,100 | 5,000 | 5,000 | 5,000 | 4,900 |
| Real Estate and Rental and Leasing | 13,500 | 13,200 | 12,700 | 12,300 | 11,600 |
| Professional and Business Services | 4,300 | 4,300 | 4,200 | 4,100 | 4,300 |
| Educational and Health Services | 40,500 | 40,900 | 42,200 | 42,900 | 44,400 |
| Leisure and Hospitality | 42,900 | 44,400 | 45,900 | 47,700 | 49,000 |
| Other Services | 35,700 | 36,400 | 37,200 | 37,800 | 38,300 |
| Federal Government | 9,700 | 9,600 | 9,600 | 9,500 | 9,700 |
| State Government | 7,100 | 7,400 | 7,300 | 7,300 | 7,400 |
| Local Government | 2,900 | 2,900 | 3,000 | 3,000 | 3,100 |
| Total, All Industries ⁽³⁾ | 322,800 | 325,700 | 329,200 | 333,400 | 336,500 |

(1) Labor force data is by place of residence; includes self-employed individuals, unpaid family workers, household domestic workers, and workers on strike.

(2) Industry employment is by place of work; excludes self-employed individuals, unpaid family workers, household domestic workers, and workers on strike.

(3) Totals may not add due to rounding.

Source: State of California Employment Development Department.

Major Employers

The table below lists the largest employers in the County as of July 2020, listed alphabetically.

VENTURA COUNTY Major Employers July 2020

| Employer Name | Location | Industry |
|--------------------------------|------------------|--|
| Adventist Health Simi Valley | Simi Valley | Hospitals |
| Amgen Inc | Newbury Park | Biological Specimens-Manufacturers |
| Baxter Healthcare | Westlake Village | Physicians & Surgeons Equip & Supls-Mfrs |
| City of Simi Valley | Simi Valley | City Hall |
| Community Memorial Health Syst | Ventura | Health Care Management |
| Haas Automation Inc | Oxnard | Computers-Electronic-Manufacturers |
| Harbor Freight Tools | Camarillo | Tools-New & Used |
| J M Smucker Co | Oxnard | Food Products & Manufacturers |
| Kaiser Permanente Ventura 888 | Ventura | Medical Centers |
| Los Robles Hospital & Med Ctr | Thousand Oaks | Hospitals |
| Moorpark College | Moorpark | Junior-Community College-Tech Institutes |
| Nancy Reagan Breast Ctr | Simi Valley | Diagnostic Imaging Centers |
| National Guard | Port Hueneme | Government Offices-State |
| Naval Base Ventura County | Point Mugu Nawc | Military Bases |
| Ojai Valley Inn & Spa | Ojai | Hotels & Motels |
| Oxnard College | Oxnard | Junior-Community College-Tech Institutes |
| Pentair Aquatic Systems | Moorpark | Swimming Pool Equipment & Supls-Retail |
| Port Hueneme Div Naval | Port Hueneme Cbc | Military Bases |
| Rancho Simi Recreation Prk Dst | Simi Valley | Swimming Pools-Public |
| Sheriff's Department-Jails | Ventura | Government Offices-County |
| Simi Valley City Manager | Simi Valley | Government Offices-City/Village & Twp |
| St John's Regional Medical Ctr | Oxnard | Hospitals |
| Ventura County | Ventura | Government Offices-County |
| Ventura County Medical Ctr | Ventura | Hospitals |

Source: State of California Employment Development Department, extracted from The America's Labor Market Information System (ALMIS) Employer Database, 2020 1st Edition.

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Commercial Activity

Summaries of historic taxable sales within the City and the County during the past five years in which data is available are shown in the following tables.

Total taxable sales during the calendar year 2019 in the City were reported to be \$2.939 billion dollars, a 1.71% increase over the total taxable sales of \$2.890 billion dollars reported during calendar year 2018.

CITY OF OXNARD Taxable Retail Sales Calendar Years 2015 through 2019 (Dollars in Thousands)

| | Retail Stores | | Total All Outlets | |
|---------------------|----------------------|-------------------------|----------------------|-------------------------|
| | Number of Permits | Taxable Transactions | Number of Permits | Taxable Transactions |
| 2015 ⁽¹⁾ | 2,556 | \$1,964,023 | 4,103 | \$2,521,312 |
| 2016 | 2,565 | 2,085,890 | 4,193 | 2,639,291 |
| 2017 | 2,653 | 2,152,900 | 4,287 | 2,733,223 |
| 2018 | 2,688 | 2,272,387 | 4,463 | 2,889,596 |
| 2019 | 2,739 | 2,297,559 | 4,615 | 2,939,107 |

(1) Permit figures for calendar year 2015 are not comparable to that of prior years due to outlet counts in these reports including the number of outlets that were active during the reporting period. Retailers that operate part-time are now tabulated with store retailers.

Source: State Department of Tax and Fee Administration.

Total taxable sales during calendar year 2019 in the County were reported to be \$14.8 billion dollars, a 3.18% increase over the total taxable sales of \$14.3 billion dollars reported during calendar year 2018.

VENTURA COUNTY Taxable Retail Sales Calendar Years 2015 through 2019 (Dollars in Thousands)

| | Retail Stores | | Total All Outlets | |
|---------------------|----------------------|-------------------------|----------------------|-------------------------|
| | Number of Permits | Taxable Transactions | Number of Permits | Taxable Transactions |
| 2015 ⁽¹⁾ | 10,453 | \$9,615,370 | 25,826 | \$13,784,346 |
| 2016 | 15,595 | 9,774,880 | 26,161 | 13,745,950 |
| 2017 | 15,751 | 10,102,010 | 26,392 | 13,901,215 |
| 2018 | 15,632 | 10,486,735 | 26,954 | 14,323,432 |
| 2019 | 15,822 | 10,701,509 | 27,755 | 14,779,590 |

(1) Permit figures for calendar year 2015 are not comparable to that of prior years due to outlet counts in these reports including the number of outlets that were active during the reporting period. Retailers that operate part-time are now tabulated with store retailers.

Source: State Department of Tax and Fee Administration.

Effective Buying Income

Effective buying income ("EBI") is designated by Sales and Marketing Management Magazine as personal income less personal tax and non-tax payments. Personal income is the aggregate of wages and salaries, other labor income (such as employer contributions to private pension funds), proprietor's income, rental income (which includes imputed rental income of owner-occupants of non-farm dwellings), dividends paid by corporations, personal interest income from all sources, and transfer payments (such as pensions and welfare assistance). Deducted from this total are personal taxes (federal, state and local, non-tax payments (such as fines, fees, penalties), and personal contributions for social insurance. Effective buying income is a bulk measure of market potential. It indicates the general ability to buy and is essential in comparing, selecting and grouping markets on that basis.

The following table summarizes the Household Effective Buying Income for the City, the County, the State of California and the United States for the period 2016 through 2020.

COUNTY OF VENTURA Effective Buying Income As of January 1, 2016 through 2020

| Year | Area | Total Effective Buying Income (000's Omitted) | Median Household Effective Buying Income |
|-------------|----------------|---|--|
| 2016 | City of Oxnard | \$3,529,380 | \$54,966 |
| | Ventura County | 24,412,090 | 67,179 |
| | California | 981,231,666 | 53,589 |
| | United States | 7,757,960,399 | 46,738 |
| 2017 | City of Oxnard | \$3,487,509 | \$55,137 |
| | Ventura County | 23,874,399 | 65,193 |
| | California | 1,036,142,723 | 55,681 |
| | United States | 8,132,748,136 | 48,043 |
| 2018 | City of Oxnard | \$3,753,727 | \$58,421 |
| | Ventura County | 26,565,506 | 71,934 |
| | California | 1,113,648,181 | 59,646 |
| | United States | 8,640,770,229 | 50,735 |
| 2019 | City of Oxnard | \$3,763,376 | \$58,042 |
| | Ventura County | 26,149,018 | 70,618 |
| | California | 1,183,264,399 | 62,637 |
| | United States | 9,017,967,563 | 52,841 |
| 2020 | City of Oxnard | \$3,944,985 | \$61,353 |
| | Ventura County | 27,287,576 | 73,421 |
| | California | 1,243,564,816 | 65,870 |
| | United States | 9,487,165,436 | 55,303 |

Source: The Nielsen Company (US), Inc for years 2016 through 2018; Claritas, LLC for 2019 and 2020.

Construction Activity

Construction activity in the City and the County for the past five years for which data is available is shown in the following tables.

| CITY OF OXNARD | | | | | |
|---|-----------------|------------------|------------------|-------------------|-----------------|
| Total Building Permit Valuations | | | | | |
| Calendar Years 2015 through 2019 | | | | | |
| (valuations in thousands) | | | | | |
| | 2015 | 2016 | 2017 | 2018 | 2019 |
| <u>Permit Valuation</u> | | | | | |
| New Single-family | \$41,189.3 | \$48,722.1 | \$55,602.1 | \$16,535.7 | \$23,103.3 |
| New Multi-family | 11,874.3 | 87,380.0 | 41,833.8 | 15,462.4 | 18,642.6 |
| Res. Alterations/Additions | 7,501.4 | 5,645.5 | 4,977.7 | 6,517.4 | 6,113.1 |
| Total Residential | 60,565.0 | 141,747.6 | 102,413.6 | \$38,515.5 | 47,859.0 |
| | | | | | |
| New Commercial | 5,281.7 | 10,978.0 | 9,697.8 | 2,317.1 | 12,787.9 |
| New Industrial | 1,337.6 | 0.0 | 0.0 | 7,311.5 | 0.0 |
| New Other | 764.0 | 5,688.7 | 13,923.6 | 14,126.8 | 3,078.4 |
| Com. Alterations/Additions | 14,145.1 | 17,549.1 | 16,958.3 | 17,485.9 | 32,672.3 |
| Total Nonresidential | 21,528.4 | 34,218.8 | 40,579.7 | 41,241.3 | 48,538.6 |
| | | | | | |
| <u>New Dwelling Units</u> | | | | | |
| Single Family | 146 | 144 | 198 | 40 | 65 |
| Multiple Family | 83 | 579 | 482 | 56 | 71 |
| TOTAL | 229 | 723 | 680 | 96 | 136 |

Source: Construction Industry Research Board, Building Permit Summary.

| VENTURA COUNTY | | | | | |
|---|------------------|------------------|------------------|------------------|------------------|
| Total Building Permit Valuations | | | | | |
| Calendar Years 2015 through 2019 | | | | | |
| (valuations in thousands) | | | | | |
| | 2015 | 2016 | 2017 | 2018 | 2019 |
| <u>Permit Valuation</u> | | | | | |
| New Single-family | \$238,295.5 | \$236,652.9 | \$266,346.8 | \$392,515.2 | \$261,553.0 |
| New Multi-family | 69,260.2 | 147,122.8 | 231,822.5 | 107,224.0 | 93,818.1 |
| Res. Alterations/Additions | 66,458.2 | 64,655.7 | 200,617.4 | 148,312.3 | 71,534.0 |
| Total Residential | 374,013.9 | 448,431.4 | 698,786.7 | 648,051.5 | 426,905.1 |
| | | | | | |
| New Commercial | 55,505.3 | 52,600.3 | 71,967.3 | 144,707.2 | 51,503.1 |
| New Industrial | 4,404.9 | 4,647.4 | 35,699.9 | 16,865.3 | 12,262.9 |
| New Other | 37,412.3 | 57,210.5 | 31,579.7 | 42,529.7 | 50,307.8 |
| Com. Alterations/Additions | 92,613.9 | 88,289.8 | 91,036.8 | 153,876.7 | 91,837.7 |
| Total Nonresidential | 189,936.4 | 202,748.0 | 230,283.7 | 357,978.9 | 205,911.5 |
| | | | | | |
| <u>New Dwelling Units</u> | | | | | |
| Single Family | 615 | 652 | 851 | 637 | 731 |
| Multiple Family | 394 | 1,011 | 1,638 | 612 | 697 |
| TOTAL | 1,009 | 1,663 | 2,489 | 1,249 | 1,428 |

Source: Construction Industry Research Board, Building Permit Summary.

APPENDIX D

PROPOSED FORM OF OPINION OF BOND COUNSEL

[LETTERHEAD OF JONES HALL]

_____, 2020

Board of Trustees
Oxnard School District
1051 South "A" Street
Oxnard, California 93030

OPINION: \$ _____ Oxnard School District
 (Ventura County, California)
 General Obligation Bonds Election of 2016, Series C

Members of the Board of Trustees:

We have acted as bond counsel to the Oxnard School District (the "District") in connection with the issuance by the District of \$ _____ principal amount of Oxnard School District (Ventura County, California) General Obligation Bonds Election of 2016, Series C, dated the date hereof (together, the "Bonds"), under the provisions of Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code (the "Act"), and a resolution adopted by the Board of Trustees of the District (the "Board") on October 21, 2020 (the "Bond Resolution"). We have examined the law and such certified proceedings and other papers as we deemed necessary to render this opinion.

As to questions of fact material to our opinion, we have relied upon representations of the Board contained in the Bond Resolution and in the certified proceedings and other certifications furnished to us, without undertaking to verify such facts by independent investigation.

Based upon our examination, we are of the opinion, under existing law, as follows:

1. The District is a duly created and validly existing high school district with the power to issue the Bonds, and to perform its obligations under the Bond Resolution and the Bonds.
2. The Bond Resolution has been duly adopted by the Board, and constitutes a valid and binding obligation of the District enforceable against the District in accordance with its terms.

3. The Bonds have been duly authorized, executed and delivered by the District and are valid and binding general obligations of the District, and the Board of Supervisors of Ventura County is obligated under the laws of the State of California to cause to be levied a tax without limit as to rate or amount (except with respect to certain personal property which is taxable at limited rates) upon the taxable property in the District for the payment when due of the principal of and interest on the Bonds.

4. The interest on the Bonds is excluded from gross income for federal income tax purposes and is not an item of tax preference for purposes of the federal alternative minimum tax. The opinions set forth in the preceding sentence are subject to the condition that the District comply with all requirements of the Internal Revenue Code of 1986, as amended, relating to the exclusion from gross income for federal income tax purposes of interest on obligations such as the Bonds. The District has made certain representations and covenants in order to comply with each such requirement. Inaccuracy of those representations, or failure to comply with certain of those covenants, may cause the inclusion of such interest in gross income for federal income tax purposes, which may be retroactive to the date of issuance of the Bonds.

5. The interest on the Bonds is exempt from personal income taxation imposed by the State of California.

We express no opinion regarding any other tax consequences arising with respect to the ownership, sale or disposition of, or the amount, accrual or receipt of interest on, the Bonds.

The rights of the owners of the Bonds and the enforceability of the Bonds are limited by bankruptcy, insolvency, reorganization, moratorium and other similar laws affecting creditors' rights generally, and by equitable principles, whether considered at law or in equity.

This opinion is given as of the date hereof, and we assume no obligation to revise or supplement this opinion to reflect any facts or circumstances that may hereafter come to our attention, or any changes in law that may hereafter occur.

Respectfully submitted,

A Professional Law Corporation

APPENDIX E

FORM OF CONTINUING DISCLOSURE CERTIFICATE

\$ _____
OXNARD SCHOOL DISTRICT
(Ventura County, California)
General Obligation Bonds
Election of 2016, Series C

CONTINUING DISCLOSURE CERTIFICATE

This Continuing Disclosure Certificate (this “**Disclosure Certificate**”) is executed and delivered by the Oxnard School District (the “**District**”) in connection with the issuance and delivery of the captioned bonds (the “**Bonds**”). The captioned Bonds are being issued pursuant to a resolution adopted by the Board of Trustees of the District on October 21, 2020 (the “**Resolution**”). U.S. Bank National Association is initially acting as paying agent for the Bonds (the “**Paying Agent**”).

The District hereby covenants and agrees as follows:

Section 1. Purpose of the Disclosure Certificate. This Disclosure Certificate is being executed and delivered by the District for the benefit of the holders and beneficial owners of the Bonds and in order to assist the Participating Underwriter in complying with S.E.C. Rule 15c2-12(b)(5).

Section 2. Definitions. In addition to the definitions set forth above and in the Resolutions, which apply to any capitalized term used in this Disclosure Certificate unless otherwise defined in this Section, the following capitalized terms shall have the following meanings:

“*Annual Report*” means any Annual Report provided by the District pursuant to, and as described in, Sections 3 and 4.

“*Annual Report Date*” means the date not later than nine months after the end of each fiscal year of the District (currently March 31).

“*Dissemination Agent*” means, initially, the District, or any successor Dissemination Agent designated in writing by the District and which has filed with the District and the Paying Agent a written acceptance of such designation.

“*Listed Events*” means any of the events listed in Section 5(a).

“*MSRB*” means the Municipal Securities Rulemaking Board, which has been designated by the Securities and Exchange Commission as the sole repository of disclosure information for purposes of the Rule.

“*Official Statement*” means the final official statement executed by the District in connection with the issuance of the Bonds.

“*Paying Agent*” means U.S. Bank National Association, Los Angeles, California, or any successor thereto.

“*Participating Underwriter*” means Raymond James & Associates, Inc., the original Underwriter of the Bonds required to comply with the Rule in connection with offering of the Bonds.

“*Rule*” means Rule 15c2-12(b)(5) adopted by the Securities and Exchange Commission under the Securities Exchange Act of 1934, as the same may be amended from time to time.

Section 3. Provision of Annual Reports.

(a) The District shall, or shall cause the Dissemination Agent to, not later than the Annual Report Date, commencing not later than March 31, 2021 with the report for the 2019-20 fiscal year, provide to the MSRB in an electronic format as prescribed by the MSRB, an Annual Report that is consistent with the requirements of Section 4 of this Disclosure Certificate. Not later than 15 Business Days prior to the Annual Report Date, the District shall provide the Annual Report to the Dissemination Agent (if other than the District). If by 15 Business Days prior to the Annual Report Date the Dissemination Agent (if other than the District) has not received a copy of the Annual Report, the Dissemination Agent shall contact the District to determine if the District is in compliance with the previous sentence. The Annual Report may be submitted as a single document or as separate documents comprising a package and may include by reference other information as provided in Section 4; provided that the audited financial statements of the District may be submitted separately from the balance of the Annual Report, and later than the Annual Report Date, if not available by that date. If the District’s fiscal year changes, it shall give notice of such change in the same manner as for a Listed Event under Section 5(c). The District shall provide a written certification with each Annual Report furnished to the Dissemination Agent to the effect that such Annual Report constitutes the Annual Report required to be furnished by the District hereunder.

(b) If the District does not provide (or cause the Dissemination Agent to provide) an Annual Report by the Annual Report Date, the District in a timely manner shall provide (or cause the Dissemination Agent to provide) to the MSRB, in an electronic format as prescribed by the MSRB, a notice in substantially the form attached as Exhibit A, with a copy to the Paying Agent and Participating Underwriter.

(c) With respect to each Annual Report, the Dissemination Agent shall:

- (i) determine each year prior to the Annual Report Date the then-applicable rules and electronic format prescribed by the MSRB for the filing of annual continuing disclosure reports; and
- (ii) if the Dissemination Agent is other than the District, file a report with the District certifying that the Annual Report has been provided pursuant to this Disclosure Certificate, and stating the date it was provided.

Section 4. Content of Annual Reports. The District's Annual Report shall contain or incorporate by reference the following:

(a) Audited financial statements prepared in accordance with generally accepted accounting principles as promulgated to apply to governmental entities from time to time by the Governmental Accounting Standards Board. If the District's audited financial statements are not available by the Annual Report Date, the Annual Report shall contain unaudited financial statements in a format similar to the financial statements contained in the final Official Statement, and the audited financial statements shall be filed in the same manner as the Annual Report when they become available.

(b) Unless otherwise provided in the audited financial statements filed on or before the Annual Report Date, the following information with respect to the most recently completed fiscal year, as follows:

- (i) total assessed valuation of taxable properties in the District;
- (ii) total assessed valuation of taxable properties of the top twenty taxpayers in the District;
- (iii) property tax collection delinquencies for the District, but only if *ad valorem* taxes for general obligation bonds are not collected on the County's Teeter Plan and such information is available from the County at the time of filing the Annual Report; and
- (iv) the District's most recently adopted budget available at the time of filing the Annual Report.

(c) In addition to any of the information expressly required to be provided under paragraphs (a) and (b) of this Section, the District shall provide such further information, if any, as may be necessary to make the specifically required statements, in the light of the circumstances under which they are made, not misleading.

(d) Any or all of the items listed above may be included by specific reference to other documents, including official statements of debt issues of the District or related public entities, which are available to the public on the MSRB's Internet web site or filed with the Securities and Exchange Commission.

Section 5. Reporting of Significant Events.

(a) The District shall give, or cause to be given, notice of the occurrence of any of the following Listed Events with respect to the Bonds:

- (1) Principal and interest payment delinquencies.
- (2) Non-payment related defaults, if material.
- (3) Unscheduled draws on debt service reserves reflecting financial difficulties.
- (4) Unscheduled draws on credit enhancements reflecting financial difficulties.

- (5) Substitution of credit or liquidity providers, or their failure to perform.
- (6) Adverse tax opinions, the issuance by the Internal Revenue Service of proposed or final determinations of taxability, Notices of Proposed Issue (IRS Form 5701-TEB) or other material notices or determinations with respect to the tax status of the security, or other material events affecting the tax status of the security.
- (7) Modifications to rights of security holders, if material.
- (8) Bond calls, if material, and tender offers.
- (9) Defeasances.
- (10) Release, substitution, or sale of property securing repayment of the securities, if material.
- (11) Rating changes.
- (12) Bankruptcy, insolvency, receivership or similar event of the District.
- (13) The consummation of a merger, consolidation, or acquisition involving the District or the sale of all or substantially all of the assets of the District, other than in the ordinary course of business, the entry into a definitive agreement to undertake such an action or the termination of a definitive agreement relating to any such actions, other than pursuant to its terms, if material.
- (14) Appointment of a successor or additional trustee or the change of name of a trustee, if material.
- (15) Incurrence of a financial obligation of the obligated person, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the obligated person, any of which affect security holders, if material.
- (16) default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the obligated person, any of which reflect financial difficulties.

(b) Whenever the District obtains knowledge of the occurrence of a Listed Event, the District shall, or shall cause the Dissemination Agent (if not the District) to, file a notice of such occurrence with the MSRB, in an electronic format as prescribed by the MSRB, in a timely manner not in excess of 10 business days after the occurrence of the Listed Event. Notwithstanding the foregoing, notice of Listed Events described in subsections (a)(8) above need not be given under this subsection any earlier than the notice (if any) of the underlying event is given to holders of affected Bonds under the Bond Resolution.

(c) The District acknowledges that the events described in subparagraphs (a)(2), (a)(7), (a)(8) (if the event is a bond call), (a)(10), (a)(13), (a)(14), and (a)(15) of this Section contain the qualifier "if material" and that subparagraph (a)(6) also contains the qualifier "material" with respect to certain notices, determinations or other events affecting the tax status of the Bonds. The District shall cause a notice to be filed as set forth in paragraph (b) above with respect to any such event only to the extent that it determines the event's occurrence is material for purposes of U.S. federal securities law. Whenever the District obtains knowledge of the occurrence of any of these Listed Events, the District will as soon as possible determine if

such event would be material under applicable federal securities law. If such event is determined to be material, the District will cause a notice to be filed as set forth in paragraph (b) above.

(d) For purposes of this Disclosure Certificate, any event described in paragraph (a)(12) above is considered to occur when any of the following occur: the appointment of a receiver, fiscal agent, or similar officer for the District in a proceeding under the United States Bankruptcy Code or in any other proceeding under state or federal law in which a court or governmental authority has assumed jurisdiction over substantially all of the assets or business of the District, or if such jurisdiction has been assumed by leaving the existing governing body and officials or officers in possession but subject to the supervision and orders of a court or governmental authority, or the entry of an order confirming a plan of reorganization, arrangement, or liquidation by a court or governmental authority having supervision or jurisdiction over substantially all of the assets or business of the District.

(e) For purposes of Section 5(a)(15) and (16), “financial obligation” means a (i) debt obligation; (ii) derivative instrument entered into in connection with, or pledged as security or a source of payment for, an existing or planned debt obligation; or (iii) guarantee of (i) or (ii). The term financial obligation shall not include municipal securities as to which a final official statement has been provided to the Municipal Securities Rulemaking Board consistent with the Rule.

Section 6. Identifying Information for Filings with the MSRB. All documents provided to the MSRB under the Disclosure Certificate shall be accompanied by identifying information as prescribed by the MSRB.

Section 7. Termination of Reporting Obligation. The District’s obligations under this Disclosure Certificate shall terminate upon the legal defeasance, prior redemption or payment in full of all of the Bonds. If such termination occurs prior to the final maturity of the Bonds, the District shall give notice of such termination in the same manner as for a Listed Event under Section 5(c).

Section 8. Dissemination Agent. The District may, from time to time, appoint or engage a Dissemination Agent to assist it in carrying out its obligations under this Disclosure Certificate, and may discharge any Dissemination Agent, with or without appointing a successor Dissemination Agent. The initial Dissemination Agent shall be the District. Any Dissemination Agent may resign by providing 30 days’ written notice to the District and the Paying Agent.

Section 9. Amendment; Waiver. Notwithstanding any other provision of this Disclosure Certificate, the District may amend this Disclosure Certificate, and any provision of this Disclosure Certificate may be waived, provided that the following conditions are satisfied:

- (a) if the amendment or waiver relates to the provisions of Sections 3(a), 4 or 5(a), it may only be made in connection with a change in circumstances that arises from a change in legal requirements, change in law, or change in the identity, nature, or status of an obligated person with respect to the Bonds, or type of business conducted;
- (b) the undertakings herein, as proposed to be amended or waived, would, in the opinion of nationally recognized bond counsel, have complied with the requirements of the Rule at the time of the primary offering of the Bonds,

after taking into account any amendments or interpretations of the Rule, as well as any change in circumstances; and

- (c) the proposed amendment or waiver either (i) is approved by holders of the Bonds in the manner provided in the Resolution for amendments to the Resolution with the consent of holders, or (ii) does not, in the opinion of nationally recognized bond counsel, materially impair the interests of the holders or beneficial owners of the Bonds.

If the annual financial information or operating data to be provided in the Annual Report is amended pursuant to the provisions hereof, the first annual financial information filed pursuant hereto containing the amended operating data or financial information shall explain, in narrative form, the reasons for the amendment and the impact of the change in the type of operating data or financial information being provided.

If an amendment is made to the undertaking specifying the accounting principles to be followed in preparing financial statements, the annual financial information for the year in which the change is made shall present a comparison between the financial statements or information prepared on the basis of the new accounting principles and those prepared on the basis of the former accounting principles. The comparison shall include a qualitative discussion of the differences in the accounting principles and the impact of the change in the accounting principles on the presentation of the financial information, in order to provide information to investors to enable them to evaluate the ability of the District to meet its obligations. To the extent reasonably feasible, the comparison shall be quantitative. A notice of the change in the accounting principles shall be filed in the same manner as for a Listed Event under Section 5(c).

Section 10. Additional Information. Nothing in this Disclosure Certificate shall be deemed to prevent the District from disseminating any other information, using the means of dissemination set forth in this Disclosure Certificate or any other means of communication, or including any other information in any Annual Report or notice of occurrence of a Listed Event, in addition to that which is required by this Disclosure Certificate. If the District chooses to include any information in any Annual Report or notice of occurrence of a Listed Event in addition to that which is specifically required by this Disclosure Certificate, the District shall have no obligation under this Disclosure Certificate to update such information or include it in any future Annual Report or notice of occurrence of a Listed Event.

Section 11. Default. If the District fails to comply with any provision of this Disclosure Certificate, the Participating Underwriter or any holder or beneficial owner of the Bonds may take such actions as may be necessary and appropriate, including seeking mandate or specific performance by court order, to cause the District to comply with its obligations under this Disclosure Certificate. A default under this Disclosure Certificate shall not be deemed an Event of Default under the Resolution, and the sole remedy under this Disclosure Certificate in the event of any failure of the District to comply with this Disclosure Certificate shall be an action to compel performance.

Section 12. Duties, Immunities and Liabilities of Dissemination Agent.

(a) The Dissemination Agent shall have only such duties as are specifically set forth in this Disclosure Certificate, and the District agrees to indemnify and save the Dissemination Agent, its officers, directors, employees and agents, harmless against any loss, expense and liabilities which they may incur arising out of or in the exercise or performance of its powers and duties hereunder, including the costs and expenses (including attorneys fees) of defending against any claim of liability, but excluding liabilities due to the Dissemination Agent's negligence or willful misconduct. The Dissemination Agent will have no duty or obligation to review any information provided to it by the District hereunder, and shall not be deemed to be acting in any fiduciary capacity for the District, the Bondholders or any other party. The obligations of the District under this Section shall survive resignation or removal of the Dissemination Agent and payment of the Bonds.

(b) The Dissemination Agent shall be paid compensation by the District for its services provided hereunder in accordance with its schedule of fees as amended from time to time, and shall be reimbursed for all expenses, legal fees and advances made or incurred by the Dissemination Agent in the performance of its duties hereunder.

Section 13. Beneficiaries. This Disclosure Certificate shall inure solely to the benefit of the District, the Dissemination Agent, the Participating Underwriter and holders and beneficial owners from time to time of the Bonds, and shall create no rights in any other person or entity.

Date: _____, 2020

OXNARD SCHOOL DISTRICT

By: _____

Name: _____

Title: _____

EXHIBIT A

NOTICE OF FAILURE TO FILE ANNUAL REPORT

Name of Issuer: Oxnard School District (the "District")

Name of Bond Issue: Oxnard School District General Obligation Bonds, Election of 2016, Series C

Date of Issuance: _____, 2020

NOTICE IS HEREBY GIVEN that the District has not provided an Annual Report with respect to the above-named Bonds as required by the Continuing Disclosure Certificate, dated as of _____, 2020. The District anticipates that the Annual Report will be filed by _____.

Dated: _____

OXNARD SCHOOL DISTRICT:

By: _____
Its: _____

cc: Paying Agent and Participating Underwriter

APPENDIX F

DTC AND THE BOOK-ENTRY ONLY SYSTEM

The following description of the Depository Trust Company (“DTC”), the procedures and record keeping with respect to beneficial ownership interests in the Bonds, payment of principal, interest and other payments on the Bonds to DTC Participants or Beneficial Owners, confirmation and transfer of beneficial ownership interest in the Bonds and other related transactions by and between DTC, the DTC Participants and the Beneficial Owners is based solely on information provided by DTC. Accordingly, no representations can be made concerning these matters and neither the DTC Participants nor the Beneficial Owners should rely on the foregoing information with respect to such matters, but should instead confirm the same with DTC or the DTC Participants, as the case may be.

Neither the District nor the Paying Agent take any responsibility for the information contained in this Section.

No assurances can be given that DTC, DTC Participants or Indirect Participants will distribute to the Beneficial Owners (a) payments of interest, principal or premium, if any, with respect to the Bonds, (b) Bonds representing ownership interest in or other confirmation or ownership interest in the Bonds, or (c) redemption or other notices sent to DTC or Cede & Co., its nominee, as the registered owner of the Bonds, or that they will so do on a timely basis, or that DTC, DTC Participants or DTC Indirect Participants will act in the manner described in this Appendix. The current “Rules” applicable to DTC are on file with the Securities and Exchange Commission and the current “Procedures” of DTC to be followed in dealing with DTC Participants are on file with DTC.

1. The Depository Trust Company (“DTC”), New York, NY, will act as securities depository for the securities (in this Appendix, the “Bonds”). The Bonds will be issued as fully-registered securities registered in the name of Cede & Co. (DTC’s partnership nominee) or such other name as may be requested by an authorized representative of DTC. One fully-registered Bond will be issued for each maturity of the Bonds, in the aggregate principal amount of such maturity, and will be deposited with DTC. If, however, the aggregate principal amount of any maturity exceeds \$500 million, one certificate will be issued with respect to each \$500 million of principal amount and an additional certificate will be issued with respect to any remaining principal amount of such issue.

2. DTC, the world’s largest securities depository, is a limited-purpose trust company organized under the New York Banking Law, a “banking organization” within the meaning of the New York Banking Law, a member of the Federal Reserve System, a “clearing corporation” within the meaning of the New York Uniform Commercial Code, and a “clearing agency” registered pursuant to the provisions of Section 17A of the Securities Exchange Act of 1934. DTC holds and provides asset servicing for over 3.5 million issues of U.S. and non-U.S. equity issues, corporate and municipal debt issues, and money market instruments (from over 100 countries) that DTC’s participants (“Direct Participants”) deposit with DTC. DTC also facilitates the post-trade settlement among Direct Participants of sales and other securities transactions in deposited securities, through electronic computerized book-entry transfers and pledges between Direct Participants’ accounts. This eliminates the need for physical movement of securities certificates. Direct Participants include both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, clearing corporations, and certain other organizations. DTC is

a wholly-owned subsidiary of The Depository Trust & Clearing Corporation (“DTCC”). DTCC is the holding company for DTC, National Securities Clearing Corporation and Fixed Income Clearing Corporation, all of which are registered clearing agencies. DTCC is owned by the users of its regulated subsidiaries. Access to the DTC system is also available to others such as both U.S. and non-U.S. securities brokers and dealers, banks, trust companies, and clearing corporations that clear through or maintain a custodial relationship with a Direct Participant, either directly or indirectly (“Indirect Participants”). DTC has a Standard & Poor’s rating of AA+. The DTC Rules applicable to its Participants are on file with the Securities and Exchange Commission. More information about DTC can be found at www.dtcc.com. *The information contained on this Internet site is not incorporated herein by reference.*

3. Purchases of Bonds under the DTC system must be made by or through Direct Participants, which will receive a credit for the Bonds on DTC’s records. The ownership interest of each actual purchaser of each Bond (“Beneficial Owner”) is in turn to be recorded on the Direct and Indirect Participants’ records. Beneficial Owners will not receive written confirmation from DTC of their purchase. Beneficial Owners are, however, expected to receive written confirmations providing details of the transaction, as well as periodic statements of their holdings, from the Direct or Indirect Participant through which the Beneficial Owner entered into the transaction. Transfers of ownership interests in the Bonds are to be accomplished by entries made on the books of Direct and Indirect Participants acting on behalf of Beneficial Owners. Beneficial Owners will not receive Bonds representing their ownership interests in Bonds, except in the event that use of the book-entry system for the Bonds is discontinued.

4. To facilitate subsequent transfers, all Bonds deposited by Direct Participants with DTC are registered in the name of DTC’s partnership nominee, Cede & Co. or such other name as may be requested by an authorized representative of DTC. The deposit of Bonds with DTC and their registration in the name of Cede & Co. or such other nominee do not effect any change in beneficial ownership. DTC has no knowledge of the actual Beneficial Owners of the Bonds; DTC’s records reflect only the identity of the Direct Participants to whose accounts such Bonds are credited, which may or may not be the Beneficial Owners. The Direct and Indirect Participants will remain responsible for keeping account of their holdings on behalf of their customers.

5. Conveyance of notices and other communications by DTC to Direct Participants, by Direct Participants to Indirect Participants, and by Direct Participants and Indirect Participants to Beneficial Owners will be governed by arrangements among them, subject to any statutory or regulatory requirements as may be in effect from time to time. Beneficial Owners of Bonds may wish to take certain steps to augment transmission to them of notices of significant events with respect to the Bonds, such as redemptions, tenders, defaults, and proposed amendments to the Bond documents. For example, Beneficial Owners of Bonds may wish to ascertain that the nominee holding the Bonds for their benefit has agreed to obtain and transmit notices to Beneficial Owners. In the alternative, Beneficial Owners may wish to provide their names and addresses to the registrar and request that copies of the notices be provided directly to them.

6. Redemption notices will be sent to DTC. If less than all of the Bonds within an issue are being redeemed, DTC’s practice is to determine by lot the amount of the interest of each Direct Participant in such issue to be redeemed.

7. Neither DTC nor Cede & Co. (nor such other DTC nominee) will consent or vote with respect to the Bonds unless authorized by a Direct Participant in accordance with DTC’s MMI Procedures. Under its usual procedures, DTC mails an Omnibus Proxy to District as soon as

possible after the record date. The Omnibus Proxy assigns Cede & Co.'s consenting or voting rights to those Direct Participants to whose accounts the Bonds are credited on the record date (identified in a listing attached to the Omnibus Proxy).

8. Redemption proceeds, distributions, and interest payments on the Bonds will be made to Cede & Co., or such other nominee as may be requested by an authorized representative of DTC. DTC's practice is to credit Direct Participants' accounts, upon DTC's receipt of funds and corresponding detail information from District or Paying Agent on payable date in accordance with their respective holdings shown on DTC's records. Payments by Participants to Beneficial Owners will be governed by standing instructions and customary practices, as is the case with securities held for the accounts of customers in bearer form or registered in "street name," and will be the responsibility of such Participant and not of DTC nor its nominee, Paying Agent, or District, subject to any statutory or regulatory requirements as may be in effect from time to time. Payment of redemption proceeds, distributions, and dividend payments to Cede & Co. (or such other nominee as may be requested by an authorized representative of DTC) is the responsibility of District or Paying Agent, disbursement of such payments to Direct Participants will be the responsibility of DTC, and disbursement of such payments to the Beneficial Owners will be the responsibility of Direct and Indirect Participants.

9. DTC may discontinue providing its services as securities depository with respect to the Bonds at any time by giving reasonable notice to District or Paying Agent. Under such circumstances, in the event that a successor securities depository is not obtained, Bonds are required to be printed and delivered.

10. The District may decide to discontinue use of the system of book-entry-only transfers through DTC (or a successor securities depository). In that event, Bond certificates will be printed and delivered to DTC.

11. The information in this section concerning DTC and DTC's book-entry system has been obtained from sources that District believes to be reliable, but District takes no responsibility for the accuracy thereof.

APPENDIX G

VENTURA COUNTY INVESTMENT POLICY AND REPORT

APPENDIX H
TABLE OF ACCRETED VALUES

\$ _____
OXNARD SCHOOL DISTRICT
(Ventura County, California)
General Obligation Bonds
Election of 2016, Series C

BOND PURCHASE AGREEMENT

_____, 2020

Board of Trustees
Oxnard School District
1051 South A Street
Oxnard, California 93030

Ladies and Gentlemen:

Raymond James & Associates, Inc., as underwriter (the "Underwriter"), acting on its own behalf and not as fiduciary or agent for the hereinafter defined District, offers to enter into this Bond Purchase Agreement (this "Purchase Agreement") with the Oxnard School District (the "District"), which, upon acceptance hereof by the District, will be binding upon the District and the Underwriter. This offer is made subject to the written acceptance of this Purchase Agreement by the District and delivery of such acceptance to the Underwriter at its office prior to 11:59 p.m., California Time, on the date hereof.

1. Purchase and Sale of the Bonds. Upon the terms and conditions and in reliance upon the representations, warranties and agreements herein set forth, the Underwriter hereby agrees to purchase from the District for reoffering to the public, and the District hereby agrees to sell to the Underwriter for such purpose, all (but not less than all) of \$_____ aggregate principal amount of the Oxnard School District (Ventura County, California) General Obligation Bonds, Election of 2016, Series C (the "Bonds"). The Underwriter shall purchase the Bonds at a purchase price of \$_____ (representing the principal amount of the Bonds, plus original issue premium of \$_____, less Underwriter's discount of \$_____, less \$_____ to be applied to pay costs of issuance, inclusive of the premium for bond insurance, as more particularly described in Section 14).

The District acknowledges and agrees that: (i) the primary role of the Underwriter is to purchase securities for resale to investors in an arms-length commercial transaction between the District and the Underwriter and that the Underwriter has financial and other interests that differ from those of the District, (ii) the Underwriter is acting solely as a principal and is not acting as an agent, a municipal advisor, financial advisor or fiduciary to the District or any other person or entity and has not assumed any advisory or fiduciary responsibility to the District with respect to the transaction contemplated hereby and the discussions, undertakings and proceedings leading thereto (irrespective of whether the Underwriter, or any affiliate of the Underwriter, has provided other services or is currently providing other services to the District on other matters), (iii) the only obligations the Underwriter has to the District with respect to the transaction contemplated hereby expressly are set forth in this Purchase Agreement, and (iv)

the District has consulted its own legal, accounting, tax, financial and other advisors, as applicable, to the extent it has deemed appropriate in connection with the transaction contemplated herein. The District acknowledges that it has previously provided the Underwriter with an acknowledgement of receipt of the required Underwriter disclosure under Rule G-17 of the Municipal Securities Rulemaking Board (the "MSRB").

2. The Bonds. The Bonds are issued under the provisions of a resolution adopted by the Board of Trustees of the District on September 22, 2020 (the "Bond Resolution") and the provisions of Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code (the "Bond Law"), all for the purpose of financing educational projects approved by District voters at the November 6, 2016 election, as more particularly described in the Bond Resolution. The Bonds shall be dated the date of delivery and bear current interest at the rates, and shall mature in the years shown on Appendix A hereto, which is incorporated herein by this reference.

The Bonds shall be executed and delivered under and in accordance with the provisions of this Purchase Agreement and the Bond Resolution. The Bonds shall be in book-entry form, shall bear CUSIP numbers, shall be in fully registered form initially, registered in the name of Cede & Co., as nominee of the Depository Trust Company ("DTC"). The Bonds shall be insured by a bond insurance policy (the "Bond Insurance Policy") issued by _____ (the "Bond Insurer") upon the issuance of the Bonds.

3. Redemption. The Bonds shall be subject to redemption as provided in the Bond Resolution and as set forth in Appendix A attached hereto.

4. Use of Documents. The District hereby authorizes the Underwriter to use, in connection with the offer and sale of the Bonds, this Purchase Agreement, a Preliminary Official Statement and an Official Statement (as defined in Section 10(b) below), the Bond Resolution, and all information contained herein and therein and all of the documents, certificates, or statements furnished by the District to the Underwriter in connection with the transactions contemplated by this Purchase Agreement.

5. Public Offering of the Bonds. The Underwriter agrees to make a bona fide public offering of the Bonds initially at the public offering prices (or yields) set forth in Appendix A. Subsequent to the initial public offering the Underwriter shall offer the Bonds in accordance with the requirements of Section 11. The Bonds may be offered and sold to certain dealers at prices lower than such initial public offering prices.

6. Review of Official Statement. The Underwriter hereby represents that it has received and reviewed the Preliminary Official Statement with respect to the Bonds, dated _____, 2020 (the "Preliminary Official Statement"). The District represents that the Preliminary Official Statement was "deemed final" as of the date thereof, for purposes of SEC Rule 15c2-12 (the "Rule 15c2-12"), except for either revisions or additions to the offering price(s), interest rate(s), yield(s), Underwriter's discount, aggregate principal amount, principal amount per maturity, delivery date, rating(s) and other terms of the Bonds which depend upon the foregoing as provided in and pursuant to Rule 15c2-12. The District hereby ratifies, confirms and approves of the use and distribution by the Underwriter prior to the date hereof of the Preliminary Official Statement. The District does not object to distribution of the Preliminary Official Statement in electronic form.

The Underwriter agrees that prior to the time the final Official Statement (as defined in Section 10(b)) relating to the Bonds is available, the Underwriter will send to any potential purchaser of the Bonds, upon the request of such potential purchaser, a copy of the most recent Preliminary Official Statement. Such Preliminary Official Statement shall be sent by first class mail (or other equally prompt means) not later than the first business day following the date upon which each such request is received. The District does not object to distribution of the final Official Statement in electronic form.

7. Closing. At 8:00 a.m., California Time, on _____, 2020, or at such other time or on such other date as shall have been mutually agreed upon by the District and the Underwriter (such payment and delivery herein called the “Closing,” and the date thereof the “Closing Date”), the District will deliver to the Underwriter, through the facilities of DTC utilizing DTC’s FAST delivery system, or at such other place as the District and the Underwriter may mutually agree upon, the Bonds in fully registered book-entry form, duly executed and registered in the name of Cede & Co., as nominee of DTC, and at the offices of Jones Hall, A Professional Law Corporation, in San Francisco, California (“Bond Counsel”), the other documents hereinafter mentioned, and the Underwriter will accept such delivery and pay the purchase price thereof set forth in Section 1 in immediately available funds by check, draft or wire transfer to or upon the order of the District.

8. Representations, Warranties and Agreements of the District. The District hereby represents, warrants and agrees with the Underwriter that:

- (a) Due Organization. The District is, and will be on the Closing Date, a school district duly organized and validly existing under the laws of the State of California, with the power to issue the Bonds pursuant to the Bond Law, to adopt the Bond Resolution and to enter into this Purchase Agreement, and the Continuing Disclosure Certificate (as defined in paragraph (i) below).
- (b) Due Authorization. (i) At or prior to the Closing, the District will have taken all action required to be taken by it to authorize the issuance and delivery of the Bonds; (ii) the District has full legal right, power and authority to enter into this Purchase Agreement and the Continuing Disclosure Certificate, to adopt the Bond Resolution, to perform its obligations under each such document or instrument, and to carry out and effectuate the transactions contemplated by this Purchase Agreement and the Continuing Disclosure Certificate and the Bond Resolution; (iii) the execution and delivery or adoption of, and the performance by the District of the obligations contained in the Bonds, the Bond Resolution, the Continuing Disclosure Certificate and this Purchase Agreement have been duly authorized and such authorization shall be in full force and effect at the time of the Closing; (iv) this Purchase Agreement and the Continuing Disclosure Certificate constitute valid and legally binding obligations of the District; and (v) the District has duly authorized the consummation by it of all transactions contemplated by this Purchase Agreement and the Continuing Disclosure Certificate.
- (c) Consents. No consent, approval, authorization, order, filing, registration, qualification, election or referendum, of or by any court or governmental agency or public body whatsoever is required in connection with the issuance, delivery or sale of the Bonds or the consummation of the other

transactions effected or contemplated herein or hereby. The District gives no representation or warranty with regard to compliance with Blue Sky or similar securities requirements.

- (d) Internal Revenue Code. The District has complied with the Internal Revenue Code of 1986, as amended, with respect to the Bonds, and the District shall not knowingly take or omit to take any action that, under existing law, may adversely affect the exclusion from gross income for federal income tax purposes, or the exemption from any applicable State tax of the interest on the Bonds.
- (e) No Conflicts. To the best knowledge of the District, the issuance of the Bonds, and the execution, delivery and performance of this Purchase Agreement, the Bond Resolution, the Continuing Disclosure Certificate and the Bonds, and the compliance with the provisions hereof and thereof, do not conflict with or constitute on the part of the District a violation of or material default under the Constitution of the State of California or any existing law, charter, ordinance, regulation, decree, order or resolution and do not conflict with or result in a violation or breach of, or constitute a material default under, any agreement, indenture, mortgage, lease or other instrument to which the District is a party or by which it is bound or to which it is subject.
- (f) Litigation. As of the time of acceptance hereof no action, suit, proceeding, hearing or investigation is pending or, to the best knowledge of the District, threatened against the District: (i) in any way affecting the existence of the District or in any way challenging the respective powers of the several offices or of the title of the officials of the District to such offices; or (ii) seeking to restrain or enjoin the sale, issuance or delivery of the Bonds, the application of the proceeds of the sale of the Bonds (other than as described in the Preliminary Official Statement and Official Statement), or the collection or the levy of any taxes contemplated by the Bond Resolution and available to pay debt service on the Bonds or in any way contesting or affecting the validity or enforceability of the Bonds, this Purchase Agreement, the Continuing Disclosure Certificate or the Bond Resolution or contesting the powers of the District or the Bond Resolution or this Purchase Agreement or contesting in any way the completeness or accuracy of the Preliminary Official Statement or the Official Statement; or (iii) in which a final adverse decision could (a) materially adversely affect the operations of the District or the consummation of the transactions contemplated by this Purchase Agreement or the Bond Resolution, (b) declare this Purchase Agreement to be invalid or unenforceable in whole or in material part, or (c) adversely affect the exclusion of the interest paid on the Bonds from gross income for federal income tax purposes and the exemption of such interest from California personal income taxation.
- (g) No Other Debt. Between the date hereof and the Closing, without the prior written consent of the Underwriter, the District will not have issued any bonds, notes or other obligations for borrowed money except for such borrowings as may be described in or contemplated by the Official Statement.

- (h) Certificates. Except as specifically provided, any certificates signed by any officer of the District and delivered to the Underwriter shall be deemed a representation and warranty by the District to the Underwriter, but not by the person signing the same, as to the statements made therein.
- (i) Continuing Disclosure. The District shall undertake, pursuant to the Bond Resolution, the Continuing Disclosure Certificate with respect to the Bonds in substantially the form attached as Appendix E of the Preliminary Official Statement (the "Continuing Disclosure Certificate") and Rule 15c2-12, to provide certain annual financial information and notices of the occurrence of certain events described therein. A description of this undertaking is set forth in the Preliminary Official Statement and will also be set forth in the final Official Statement. Based on a review of its previous undertakings, except as disclosed in the Preliminary Official Statement and the final Official Statement, the District has not, in the previous five years failed to comply in all material respects with its prior undertakings pursuant to Rule 15c2-12.
- (j) Preliminary Official Statement and Official Statement Accurate and Complete. The Preliminary Official Statement, at the date thereof, did not contain any untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. At the date hereof and on the Closing Date, the final Official Statement did not and will not contain any untrue statement of a material fact or omit to state any material fact necessary to make the statements therein, in the light of the circumstances under which they were made, not misleading. The District makes no representation or warranty as to the information contained in or omitted from the Preliminary Official Statement or the final Official Statement in reliance upon and in conformity with information furnished in writing to the District by or on behalf of the Underwriter through a representative of the Underwriter specifically for inclusion therein. If the Official Statement is supplemented or amended pursuant to paragraph (c) of Section 10 of this Purchase Agreement, at the time of each supplement or amendment thereto and (unless subsequently again supplemented or amended pursuant to such paragraph) at all times subsequent thereto during the period up to and including the Closing Date, the Official Statement as so supplemented or amended will not contain any untrue statement of a material fact or omit to state any material fact required to be stated therein or necessary to make the statements therein, in light of the circumstances under which made, not misleading.
- (k) Financial Information. The financial statements of, and other financial information regarding the District contained in the Official Statement fairly present the financial position of the District as of the dates and for the periods therein set forth, (i) the audited financial statements have been prepared in accordance with generally accepted accounting principles consistently applied, (ii) the unaudited financial statements (if any) have been prepared on a basis substantially consistent with the audited financial statements included in the Official Statement and reflect all adjustments

necessary to that affect, and (iii) the other financial information has been determined on a basis substantially consistent with that of the District's audited financial statements included in the Official Statement. Prior to the Closing, there will be no adverse change of a material nature in such financial position, results of operations or condition, financial or otherwise, of the District.

- (l) No Financial Advisory Relationship. The District has had no financial advisory relationship with the Underwriter with respect to the Bonds, nor with any investment firm controlling, controlled by or under common control with the Underwriter.
- (m) Underwriter Not Fiduciary. Inasmuch as this purchase and sale represents a negotiated transaction, the District understands, and hereby confirms, that the Underwriter is not acting as a fiduciary of the District, but rather is acting solely in its capacity as Underwriter, for its own account.
- (n) Levy of Tax. The District hereby agrees to take any and all actions as may be required by Ventura County or otherwise necessary in order to arrange for the levy and collection of taxes and payment of the Bonds. In particular, the District hereby agrees to provide to the Treasurer-Tax Collector for the County of Ventura a copy of the Resolution, a copy of Appendix A hereto, and the full debt service schedule for the Bonds, in accordance with Education Code Sections 15250 et seq., Government Code Section 53559 and policies and procedures of the County.

9. Underwriter Representations, Warranties and Agreements. The Underwriter represents, warrants to and agrees with the District that, as of the date hereof and as of the Closing Date:

- (a) The execution and delivery hereof and the consummation of the transactions contemplated hereby does not and will not violate any of the prohibitions set forth in Rule G-37 promulgated by the MSRB;
- (b) All reports required to be submitted to the MSRB pursuant to Rule G-37 have been or will be submitted to the MSRB; and
- (c) The Underwriter has not paid or agreed to pay, nor will it pay or agree to pay, any entity, company, firm, or person (including, but not limited to the District's financial advisor, or any officer, agent or employee thereof), other than a bona fide officer, agent or employee working for Underwriter, any compensation, fee, gift or other consideration contingent upon or resulting from the award of or entering into this Purchase Agreement.

10. Covenants of the District. The District covenants and agrees with the Underwriter that:

- (a) Securities Laws. The District will furnish such information, execute such instruments, and take such other action in cooperation with, and at the expense of, the Underwriter if and as the Underwriter may reasonably request in order to qualify the Bonds for offer and sale under the Blue Sky

or other securities laws and regulations of such states and jurisdictions, provided, however, that the District shall not be required to consent to service of process in any jurisdiction in which they are not so subject as of the date hereof;

- (b) Official Statement. The District hereby agrees to deliver or cause to be delivered to the Underwriter, not later than the seventh (7th) business day following the date this Purchase Agreement is signed, copies of a final Official Statement substantially in the form of the Preliminary Official Statement, with only such changes therein as shall have been accepted by the Underwriter and the District (such Official Statement with such changes, if any, and including the cover page and all appendices, exhibits, maps, reports and statements included therein or attached thereto being called the "Official Statement") in such reasonable quantities as may be requested by the Underwriter not later than five business days following the date this Purchase Agreement is signed, in order to permit the Underwriter to comply with paragraph (b)(4) of Rule 15c2-12 and with the rules of the MSRB. The District hereby authorizes the Underwriter to use and distribute the Official Statement in connection with the offering and sale of the Bonds;

- (c) Subsequent Events; Amendments to Official Statement. If, between the date hereof and the date which is 25 days after the End of the Underwriting Period for the Bonds (determined pursuant to Section 17), an event occurs which would cause the information contained in the final Official Statement, as then supplemented or amended, to contain an untrue statement of a material fact or to omit to state a material fact required to be stated therein or necessary to make such information therein, in the light of the circumstances under which it was presented, not misleading, the District will notify the Underwriter, and, if in the opinion of the District or the Underwriter, such event requires the preparation and publication of a supplement or amendment to the Official Statement, the District will forthwith prepare and furnish to the Underwriter (at the expense of the District) a reasonable number of copies of an amendment of or supplement to the Official Statement (in form and substance satisfactory to the Underwriter) which will amend or supplement the Official Statement so that they will not contain an untrue statement of a material fact or omit to state a material fact necessary in order to make the statements therein, in the light of the circumstances existing at the time the Official Statement is delivered to prospective purchasers, not misleading. If such notification shall be given subsequent to the Closing, the District also shall furnish, or cause to be furnished, such additional legal opinions, certificates, instruments and other documents as the Underwriter may reasonably deem necessary to evidence the truth and accuracy of any such supplement or amendment to the Official Statement. For the purposes of this subsection, between the date hereof and the date which is 25 days after the End of the Underwriting Period for the Bonds, the District will furnish such information with respect to itself as the Underwriter may from time to time reasonably request;

- (d) Application of Proceeds. The District will apply the proceeds from the sale of the Bonds for the purposes specified in the Bond Resolution and as described in the Official Statement.

- (e) Filings. The District authorizes the Underwriter to file, to the extent required by the applicable rules promulgated by the SEC or the MSRB, and the Underwriter agrees to file or cause to be filed, the Official Statement with (i) the MSRB or its designee (including the MSRB's Electronic Municipal Market Access system); or (ii) other repositories approved from time to time by the SEC (either in addition to or in lieu of the filing referred to above). If an amended Official Statement is prepared in accordance with Section 10(c) of this Purchase Agreement during the "Primary Offering Disclosure Period" (as defined herein), and if required by an applicable SEC Rule or MSRB rule, the Underwriter also shall make the required filings of the amended Official Statement. The "Primary Offering Disclosure Period" is used as defined in MSRB Rule G-32 and shall end on the twenty-fifth day after the Closing Date.

11. Establishment of Issue Price.

(a) Actions to Establish Price. The Underwriter agrees to assist the District in establishing the issue price of the Bonds and shall execute and deliver to the District at Closing an "issue price" or similar certificate, together with the supporting pricing wires or equivalent communications, substantially in the form attached hereto as Appendix B, with such modifications as may be appropriate or necessary, in the reasonable judgment of the Underwriter, the District and Bond Counsel, to accurately reflect, as applicable, the sales price or prices or the initial offering price or prices to the public of the Bonds.

(b) 10% Test. Except for those maturities identified in Appendix A for which the hold-the-offering-price rule described in (c) below shall apply, the District will treat the first price at which 10% of each maturity of the Bonds (the "10% test") is sold to the public as the issue price of that maturity (if different interest rates apply within a maturity, each separate CUSIP number within that maturity will be subject to the 10% test). Notwithstanding the foregoing, at the time of execution of this Purchase Agreement, the 10% test has been satisfied as to each maturity of the Bonds.

(c) Initial Offering Prices. The Underwriter confirms that it has offered the Bonds to the public on or before the date of this Purchase Agreement at the offering price or prices (the "initial offering price"), or at the corresponding yield or yields, set forth in Appendix A attached hereto, except as otherwise set forth therein. Appendix A also sets forth, as of the date of this Purchase Agreement, the maturities, if any, of the Bonds for which the 10% test has not been satisfied and for which the District and the Underwriter, agree that the restrictions set forth in the next sentence shall apply, which will allow the District to treat the initial offering price to the public of each such maturity as of the sale date as the issue price of that maturity (the "hold-the-offering-price rule"). So long as the hold-the-offering-price rule remains applicable to any maturity of the Bonds, the Underwriter will neither offer nor sell unsold Bonds of that maturity to any person at a price that is higher than the initial offering price to the public during the period starting on the sale date and ending on the earlier of the following:

- (i) the close of the fifth (5th) business day after the sale date; or
- (ii) the date on which the Underwriter has sold at least 10% of that maturity of the Bonds to the public at a price that is no higher than the initial offering price to the public.

(d) Selling Group or Retail Distribution Agreements. The Underwriter confirms that any selling group agreement and any retail distribution agreement relating to the initial sale of the Bonds to the public, together with the related pricing wires, contains or will contain language obligating each dealer who is a member of the selling group and each broker-dealer that is a party to such retail distribution agreement to comply with the hold-the-offering-price rule, if applicable, in each case if and for so long as directed by the Underwriter. The District acknowledges that, in making the representation set forth in this subsection, the Underwriter will rely on (i) in the event a selling group has been created in connection with the initial sale of the Bonds to the public, the agreement of each dealer who is a member of the selling group to comply with the hold-the-offering-price rule, if applicable, as set forth in a selling group agreement and the related pricing wires, and (ii) in the event that a retail distribution agreement was employed in connection with the initial sale of the Bonds to the public, the agreement of each broker-dealer that is a party to such agreement to comply with the hold-the-offering-price rule, if applicable, as set forth in the retail distribution agreement and the related pricing wires. The District further acknowledges that the Underwriter shall not be liable for the failure of any dealer who is a member of a selling group, or of any broker-dealer that is a party to a retail distribution agreement, to comply with its corresponding agreement regarding the hold-the-offering-price rule as applicable to the Bonds.

(e) Sales to the Public; Definitions. The Underwriter acknowledges that sales of any Bonds to any person that is a related party to the Underwriter shall not constitute sales to the public for purposes of this section. Further, for purposes of this section:

- (i) “public” means any person other than an underwriter or a related party,
- (ii) “underwriter” means (A) any person that agrees pursuant to a written contract with the District (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the public and (B) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (A) to participate in the initial sale of the Bonds to the public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Bonds to the public),
- (iii) a purchaser of any of the Bonds is a “related party” to an underwriter if the underwriter and the purchaser are subject, directly or indirectly, to (i) at least 50% common ownership of the voting power or the total value of their stock, if both entities are corporations (including direct ownership by one corporation of another), (ii) more than 50% common ownership of their capital interests or profits interests, if both entities are partnerships (including direct ownership by one partnership of another), or (iii) more than 50% common ownership of the value of the outstanding stock of the corporation or the capital interests or profit interests of the partnership, as applicable, if one entity is a corporation and the other entity is a partnership (including direct ownership of the applicable stock or interests by one entity of the other), and
- (iv) “sale date” means the date of execution of this Purchase Agreement by all parties.

12. Conditions to Closing. The Underwriter has entered into this Purchase Agreement in reliance upon the representations and warranties of the District contained herein and the performance by the District, of its obligations hereunder, both as of the date hereof and as of the date of Closing. The Underwriter's obligations under this Purchase Agreement are and shall be subject at the option of the Underwriter, to the following further conditions at the Closing:

- (a) Representations True. The representations and warranties of the District contained herein shall be true, complete and correct in all material respects at the date hereof and at and as of the Closing, as if made at and as of the Closing, and the statements made in all certificates and other documents delivered to the Underwriter at the Closing pursuant hereto shall be true, complete and correct in all material respects on the date of the Closing; and the District shall be in compliance with each of the agreements made by it in this Purchase Agreement;
- (b) Obligations Performed. At the time of the Closing, (i) the Official Statement, this Purchase Agreement, the Continuing Disclosure Certificate and the Bond Resolution shall be in full force and effect and shall not have been amended, modified or supplemented except as may have been agreed to in writing by us; (ii) all actions under the Bond Law which, in the opinion of Bond Counsel, shall be necessary in connection with the transactions contemplated hereby, shall have been duly taken and shall be in full force and effect; and (iii) the District shall perform or have performed all of its obligations required under or specified in the Bond Resolution, this Purchase Agreement, the Continuing Disclosure Certificate or the Official Statement to be performed at or prior to the Closing;
- (c) Adverse Rulings. No decision, ruling or finding shall have been entered by any court or governmental authority since the date of this Purchase Agreement (and not reversed on appeal or otherwise set aside), or to the best knowledge of the District, pending or threatened which has any of the effects described in Section 8(f) hereof or contesting in any way the completeness or accuracy of the Official Statement;
- (d) Marketability. The market price or marketability or the ability of the Underwriter to enforce contracts for the sale of the Bonds, at the initial offering price, shall not have been materially adversely affected, in the judgment of the Underwriter, by reason of any of the following:
 - (1) legislation enacted or introduced in the Congress or recommended for passage by the President of the United States, or of the Treasury Department of the United States or the Internal Revenue Service or any member of the Congress or the State legislature or favorably reported for passage to either House of the Congress by any committee of such House to which such legislation has been referred for consideration, or a decision rendered by a court established under Article III of the Constitution of the United States or of the State or by the United States Tax Court, or an order, ruling, regulation (final, temporary or proposed) press release, official statement or other form of notice issued or made:

- (i) by or on behalf of the United States Treasury Department or by or on behalf of the Internal Revenue Service or other governmental agency, with the purpose or effect, directly or indirectly, of causing inclusion in gross income for purposes of federal income taxation or State income taxation of the interest received by the owners of the Bonds; or
 - (ii) by or on behalf of the SEC, or any other governmental agency having jurisdiction over the subject matter thereof, to the effect that the Bonds, or obligations of the general character of the Bonds, including any and all underlying arrangements, are not exempt from registration under the Securities Act of 1933, as amended or that the issuance, offering or sale of obligations of the general character of the Bonds, as contemplated hereby or by the Official Statement or otherwise is or would be in violation of the federal securities laws as amended and then in effect;
- (2) the declaration of war or engagement in or escalation of major military hostilities by the United States or the occurrence of any other national or international emergency or calamity or crisis relating to the effective operation of the government or the financial community in the United States;
- (3) the declaration of a general banking moratorium by federal, New York or California authorities, or the general suspension of trading on any national securities exchange or fixing of minimum or maximum prices for trading or maximum ranges for prices on any national security exchange, whether by virtue of a determination of that exchange or by order of the SEC or any other governmental authority having jurisdiction or a material disruption in securities settlement, payment or clearance services affecting the Bonds shall have occurred;
- (4) the imposition by the New York Stock Exchange, other national securities exchange, or any governmental authority, of any material restrictions not now in force with respect to the Bonds, or obligations of the general character of the Bonds, or securities generally, or the material increase of any such restrictions now in force including those relating to the extension of credit by or the charge to the net capital requirements of underwriters;
- (5) an order, decree or injunction of any court of competent jurisdiction, or order, filing, regulation or official statement by the SEC, or any other governmental agency issued or made to the effect that the issuance, offering or sale of obligations of the general character of the Bonds, or the issuance, offering or sale of the Bonds, as contemplated hereby or by the Official Statement, is or would be in violation of the federal securities laws, as amended and then in effect;
- (6) a decision by a court of the United States of America shall be rendered, or a stop order, release, regulation or no-action letter by or

on behalf of the SEC or any other governmental agency having jurisdiction of the subject matter shall have been issued or made, to the effect that the issuance, offering or sale of the Bonds as contemplated by this Purchase Agreement or by the Official Statement, or any document relating to the issuance, offering or sale of the Bonds is or would be in violation of any provision of the federal securities laws at the Closing Date, including the Securities Act of 1933, as amended, the Securities Exchange Act of 1934, as amended, and the Trust Indenture Act of 1939, as amended;

- (7) the withdrawal, suspension or downgrading or negative change in credit status, or notice of potential withdrawal, suspension or downgrading or negative change in credit status, of any underlying rating of the District's outstanding indebtedness by a national rating agency.
- (8) any event occurring, or information becoming known which makes untrue in any material adverse respect any statement or information contained in the Official Statement, or has the effect that the Official Statement contains any untrue statement of a material fact or omits to state a material fact required to be stated therein or necessary to make the statements made therein, in light of the circumstances under which they were made, not misleading;
- (9) any fact or event shall exist or have existed that, in the Underwriter's judgment, requires or has required an amendment of or supplement to the Official Statement;
- (10) any state Blue Sky or securities commission, or other governmental agency or body, shall have withheld registration, exemption or clearance of the offering of the Bonds as described herein, or issued a stop order or similar ruling relating thereto;
- (11) any amendment shall have been made to the federal or State Constitution or action by any federal or State court, legislative body, regulatory body, or other authority materially adversely affecting the tax status of the District, its property, income securities (or interest thereon) or the validity or enforceability of the levy of taxes to pay principal of and interest on the Bonds;
- (11) any proceeding shall have been commenced or be threatened in writing by the SEC against the District;
- (12) the occurrence, since the date hereof, of any materially adverse change in the affairs or financial condition of the District;
- (13) the purchase of and payment for the Bonds by the Underwriter, or the resale of the Bonds by the Underwriter, on the terms and conditions herein provided shall be prohibited by any applicable law, governmental authority, board, agency or commission; or

- (14) other disruptive events, occurrences or conditions in the securities or debt markets.
- (e) Delivery of Documents. At or prior to the date of the Closing, the Underwriter shall receive copies of the following documents, in each case dated as of the Closing Date and satisfactory in form and substance to the Underwriter:
- (1) Bond Opinion and Reliance Letter. An approving opinion of Bond Counsel, as to the validity and tax-exempt status of the Bonds, dated the date of the Closing, addressed to the District and in substantially the form attached as Appendix D to the Official Statement, and a reliance letter from Bond Counsel, addressed to the Underwriter, to the effect that the Underwriter may rely upon such approving opinion;
 - (2) Supplemental Opinion. A supplemental opinion of Bond Counsel in form and substance satisfactory to the Underwriter, dated the Closing Date and addressed to the District and the Underwriter, to the effect that:
 - (i) the description of the Bonds and the security for the Bonds and statements in the Official Statement on the cover page thereof and under the captions "INTRODUCTION," "THE SERIES C BONDS" (excluding any and all information contained with respect to the Book-Entry Only System of DTC and the Bond Insurer or the Bond Insurance Policy), "APPLICATION OF PROCEEDS OF SERIES C BONDS," "TAX MATTERS" and "CONTINUING DISCLOSURE" to the extent they purport to summarize certain provisions of the Bond Resolution, the Continuing Disclosure Certificate, California law or federal law, fairly and accurately summarize the matters purported to be summarized therein;
 - (ii) assuming due authorization, execution and delivery by the parties to this Purchase Agreement other than the District, this Purchase Agreement and the Continuing Disclosure Certificate have been duly authorized, executed and delivered by the respective parties thereto and constitute legal, valid and binding agreements of the District and are enforceable in accordance with their respective terms, except as enforcement thereof may be limited by bankruptcy, insolvency, reorganization, moratorium or other laws relating to or affecting generally the enforcement of creditors' rights and except as their enforcement may be subject to the application of equitable principles and the exercise of judicial discretion in appropriate cases if equitable remedies are sought; and
 - (iii) the Bonds are exempt from registration pursuant to the Securities Act of 1933, as amended, and the Bond Resolution is exempt from qualification as an indenture pursuant to the Trust Indenture Act of 1939, as amended;

- (3) Disclosure Counsel Letter. A letter of Jones Hall, A Professional Law Corporation, Disclosure Counsel, dated the Closing Date and addressed to the District and the Underwriter, to the effect that, without having undertaken to determine independently the accuracy or completeness of the statements contained in the Preliminary Official Statement and the final Official Statement, but on the basis of their participation in conferences with representatives of the District, the Underwriter and others, and their examination of certain documents, nothing has come to their attention which has led them to believe that the Preliminary Official Statement as of its date, and the final Official Statement as of its date and as of the Closing Date, contained any untrue statement of a material fact or omitted to state a material fact required to be stated therein or necessary to make the statements therein, in light of the circumstances under which they were made, not misleading (except that no opinion or belief need be expressed as to any financial or statistical data, or information concerning DTC and the book-entry only system or the Bond Insurer or Bond Insurance contained in the Preliminary Official Statement or the final Official Statement);
- (4) Certificates of the District. A certificate or certificates signed by an appropriate official of the District to the effect that (i) such official is authorized to execute this Purchase Agreement, (ii) the representations, agreements and warranties of the District herein are true and correct in all material respects as of the date of Closing, (iii) the District has complied with all the terms of the Bond Resolution and this Purchase Agreement to be complied with by the District prior to or concurrently with the Closing and such documents are in full force and effect, (iv) such official has reviewed the Preliminary Official Statement and the final Official Statement and on such basis certifies that the Preliminary Official Statement did not as of its date, and the final Official Statement does not as of its date and as of the Closing Date, contain any untrue statement of a material fact, nor omit to state to state a material fact required to be stated therein or necessary to make the statements therein, in light of the circumstances in which they were made, not misleading, (v) the Bonds being delivered on the date of the Closing to the Underwriter under this Purchase Agreement substantially conform to the descriptions thereof contained in the Bond Resolution, and (vi) no further consent is required for inclusion of the audit in the Official Statement;
- (5) Arbitrage. A non-arbitrage certificate of the District in form satisfactory to Bond Counsel;
- (6) Bond Resolution. A certificate, together with a fully executed copy of the Bond Resolution to the effect that:
 - (i) such copy is true and correct; and

- (ii) the Bond Resolution was duly adopted and has not been modified, amended, rescinded or revoked and is in full force and effect on the date of the Closing;
- (7) Official Statement. Certificates of the appropriate officials of the District evidencing their determinations respecting the Preliminary Official Statement in accordance with the Rule;
- (8) Continuing Disclosure Certificate. The Continuing Disclosure Certificate, duly executed by the District;
- (9) Paying Agent Certificate. A written certificate of U.S. Bank National Association, as agent for the Treasurer and Tax Collector of Ventura County (the "Paying Agent"), executed by a duly authorized representative of the Paying Agent, dated the date of the Closing, to the effect that the Paying Agent is validly existing under the laws of the State, and has full power to enter into, accept and perform its duties under the Bond Resolution;
- (10) Tax Rate and Bonding Capacity Certificates. A certificate signed by a District official setting forth a projection evidencing that tax rates are projected not to exceed \$30 per \$100,000 of assessed value during the term of the Bonds, and a certificate signed by a County official confirming that the District is in compliance with applicable bonding capacity limitations (1.25%);
- (11) Underwriter's Counsel Opinion. An opinion of Kronick, Moskovitz, Tiedemann & Girard, a Professional Corporation, as counsel to the Underwriter, dated the Closing Date and addressed to the Underwriter, in form and substance acceptable to the Underwriter;
- (12) Municipal Bond Insurance Policy. The Bond Insurance Policy issued by the Bond Insurer, together with:
 - (i) a certificate of the Bond Insurer dated the date of Closing, in form and substance acceptable to the Underwriter regarding, among other matters, the due authorization, execution and validity of the Bond Insurance Policy, and
 - (ii) an opinion of counsel to the Bond Insurer, dated the date of Closing and addressed to the District and the Underwriter, in form and substance acceptable to the Underwriter.
- (13) Ratings. Evidence that the Bonds have been assigned the ratings set forth on the cover page of the Official Statement, and that such ratings have not been withdrawn or downgraded; and
- (14) Other Documents. Such additional legal opinions, certificates, proceedings, instruments and other documents as the Underwriter may reasonably request to evidence compliance (i) by the District with legal requirements, (ii) the truth and accuracy, as of the time of

Closing, of the representations of the District herein contained, (iii) the truth and accuracy, as of the time of Closing, of the Official Statement and (iv) the due performance or satisfaction by the District at or prior to such time of all agreements then to be performed and all conditions then to be satisfied by the District.

- (f) Termination. Notwithstanding anything to the contrary herein contained, if for any reason whatsoever the Bonds shall not have been delivered by the District to the Underwriter prior to the close of business, California Time, on the Closing Date, then the obligation to purchase Bonds hereunder shall terminate and be of no further force or effect.

If the District shall be unable to satisfy the conditions to the Underwriter's obligations contained in this Purchase Agreement or if the Underwriter's obligations shall be terminated for any reason permitted by this Purchase Agreement, this Purchase Agreement may be canceled by the Underwriter at, or at any time prior to, the time of Closing. Notice of such cancellation shall be given, to the District in writing, or by telephone or telegraph, confirmed in writing. Notwithstanding any provision herein to the contrary, the performance of any and all obligations of the District hereunder and the performance of any and all conditions contained herein for the benefit of the Underwriter may be waived by the Underwriter in writing at its sole discretion.

13. Conditions to Obligations of the District. The performance by the District of its obligations is conditioned upon (i) the performance by the Underwriter of its obligations hereunder; and (ii) receipt by the District and the Underwriter of the opinion and certificates being delivered at the Closing by persons and entities other than the District.

14. Costs and Expenses. The Underwriter shall deposit with a custodian the amount of \$_____ as referenced in Section 1 hereof, to provide for the payment of expenses incidental to the issuance of the Bonds, including but not limited to the following: (i) the fees and disbursements of the District's financial advisor; (ii) the fees and disbursements of Bond Counsel and Disclosure Counsel; (iii) the cost of the preparation, printing and delivery of the Bonds; (iv) the fees for the Bond rating, including all necessary travel expenses; (v) the cost of the printing and distribution of the Official Statement; (vi) the initial fees of the Paying Agent; and (vii) all other fees and expenses incident to the issuance and sale of the Bonds. In addition, the Underwriter shall wire the premium for the Bond Insurance Policy in the amount of \$_____ directly to the Bond Insurer on the Closing Date. The District acknowledges that it has had an opportunity, in consultation with such advisors as it may deem appropriate, to evaluate and consider the fees and expenses being incurred in connection with the issuance of the Bonds. Funds needed for the payment of costs of issuance in excess of the deposit referenced in this paragraph, if any, shall be the sole responsibility of the District.

All out-of-pocket expenses of the Underwriter, including the California Debt and Investment Advisory Commission fee, travel (except in connection with securing a rating on the Bonds), fees of Underwriter's counsel, CUSIP, DTC, DAC and other expenses, shall be paid by the Underwriter.

15. Notices. Any notice or other communication to be given under this Purchase Agreement (other than the acceptance hereof as specified in the first paragraph hereof) may be given by delivering the same in writing if to the District, to the Superintendent (or Superintendent's designee), at the address set forth on page 1 hereof, or if to the Underwriter as follows:

RAYMOND JAMES & ASSOCIATES, INC.
10250 Constellation Boulevard, Suite 850
Los Angeles, CA 90067
Phone: 424-303-6406
Attention: Mr. John Baracy, Managing Director

16. Parties in Interest; Survival of Representations and Warranties. This Purchase Agreement when accepted by the District in writing as heretofore specified shall constitute the entire agreement among the District and the Underwriter. This Purchase Agreement is made solely for the benefit of the District and the Underwriter (including the successors or assigns of the Underwriter). No person shall acquire or have any rights hereunder or by virtue hereof. All the representations, warranties and agreements of the District in this Purchase Agreement shall survive regardless of (a) any investigation or any statement in respect thereof made by or on behalf of the Underwriter, (b) delivery of and payment by the Underwriter for the Bonds hereunder, and (c) any termination of this Purchase Agreement.

17. Determination of End of the Underwriting Period. For purposes of this Purchase Agreement, the "end of the underwriting period" for the Bonds is used as defined in Rule 15c2-12 and shall occur on the later of (a) the day of the Closing, or (b) when the Underwriter no longer retains an unsold balance of the Bonds. Unless otherwise advised in writing by the Underwriter on or prior to the Closing Date, or otherwise agreed to by the District, the District may assume that the "end of the underwriting period" is the Closing Date.

18. Severability. In the event any provision of this Purchase Agreement shall be held invalid or unenforceable by any court of competent jurisdiction, such holding shall not invalidate or render unenforceable any other provision hereof.

19. Nonassignment. Notwithstanding anything stated to the contrary herein, neither party hereto may assign or transfer its interest herein, or delegate or transfer any of its obligations hereunder, without the prior written consent of the other party hereto.

20. Entire Agreement. This Purchase Agreement, when executed by the parties hereto, shall constitute the entire agreement of the parties hereto (including their permitted successors and assigns, respectively).

21. Execution in Counterparts. This Purchase Agreement may be executed in several counterparts each of which shall be regarded as an original and all of which shall constitute but one and the same document.

[Signatures appear on the next page]

21. Applicable Law. This Purchase Agreement shall be interpreted, governed and enforced in accordance with the law of the State of California applicable to contracts made and performed in such State.

Very truly yours,

RAYMOND JAMES & ASSOCIATES, INC.

By: _____
Managing Director

The foregoing is hereby agreed to and accepted as of the date first above written:

OXNARD SCHOOL DISTRICT

By: _____
Interim Assistant Superintendent,
Business and Fiscal Services

Date: _____, 2020

Time of Execution: _____ p.m. California time

[Signature Page of Bond Purchase Agreement]

APPENDIX A

Maturity Schedule

\$ _____ Current Interest Serial Bonds

| Maturity Date (August 1) | Principal Amount | Interest Rate | Yield | Price | Applicable Issue Price Rule |
|-------------------------------------|-----------------------------|--------------------------|--------------|--------------|--|
|-------------------------------------|-----------------------------|--------------------------|--------------|--------------|--|

\$ _____ Denominational Amount
(\$ _____ Maturity Value)
Capital Appreciation Bonds

| Maturity Date (August 1) | Denominational Amount | Accretion Rate | Yield to Maturity | Maturity Value | Applicable Issue Price Rule |
|-------------------------------------|----------------------------------|---------------------------|------------------------------|---------------------------|--|
|-------------------------------------|----------------------------------|---------------------------|------------------------------|---------------------------|--|

Redemption Provisions

APPENDIX B

FORM OF ISSUE PRICE CERTIFICATE

\$ _____
OXNARD SCHOOL DISTRICT
(Ventura County, California)
General Obligation Bonds
Election of 2016, Series C

ISSUE PRICE CERTIFICATE

The undersigned, on behalf of Raymond James & Associates, Inc. ("RJ"), hereby certifies based upon information available to it as set forth below with respect to the sale and issuance of the above-captioned obligations (the "Bonds").

1. ***Sale of the General Rule Maturities.*** As of the date of this certificate, for each Maturity of the General Rule Maturities, the first price at which at least 10% of such Maturity was sold to the Public is the respective price listed in Schedule A.

2. ***Initial Offering Price of the Hold-the-Offering-Price Maturities.***

(a) RJ offered the Hold-the-Offering-Price Maturities to the Public for purchase at the respective initial offering prices listed in Schedule A hereto (the "Initial Offering Prices") on or before the Sale Date. A copy of the pricing wire or equivalent communication for the Bonds is attached to this certificate as Schedule B.

(b) As set forth in the Bond Purchase Agreement, RJ has agreed in writing that, (i) for each Maturity of the Hold-the-Offering-Price Maturities, it would neither offer nor sell any of the Bonds of such Maturity to any person at a price that is higher than the Initial Offering Price for such Maturity during the Holding Period for such Maturity (the "hold-the-offering-price rule"), and (ii) any selling group agreement shall contain the agreement of each dealer who is a member of the selling group, and any retail distribution agreement shall contain the agreement of each broker-dealer who is a party to the retail distribution agreement, to comply with the hold-the-offering-price rule. Pursuant to such agreement, no Underwriter (as defined below) has offered or sold any Maturity of the Hold-the-Offering-Price Maturities at a price that is higher than the respective Initial Offering Price for that Maturity of the Bonds during the Holding Period.

3. ***Defined Terms.***

(a) ***General Rule Maturities*** means those Maturities of the Bonds listed in Schedule A hereto as the "General Rule Maturities."

(b) **Hold-the-Offering-Price Maturities** means those Maturities of the Bonds listed in Schedule A hereto as the “Hold-the-Offering-Price Maturities.”

(c) **Holding Period** means, with respect to a Hold-the-Offering-Price Maturity, the period starting on the Sale Date and ending on the earlier of (i) the close of the fifth business day after the Sale Date, or (ii) the date on which the Underwriter has sold at least 10% of such Hold-the-Offering-Price Maturity to the Public at prices that are no higher than the Initial Offering Price for such Hold-the-Offering-Price Maturity.

(d) **Issuer** means Oxnard School District.

(e) **Maturity** means Bonds with the same credit and payment terms. Bonds with different maturity dates, or Bonds with the same maturity date but different stated interest rates, are treated as separate maturities.

(f) **Public** means any person (including an individual, trust, estate, partnership, association, company, or corporation) other than an Underwriter or a related party to an Underwriter. The term “related party” for purposes of this certificate generally means any two or more persons who have greater than 50 percent common ownership, directly or indirectly.

(g) **Sale Date** means the first day on which there is a binding contract in writing for the sale of a Maturity of the Bonds. The Sale Date of the Bonds is _____, 2020.

(h) **Underwriter** means (i) any person that agrees pursuant to a written contract with the Issuer (or with the lead underwriter to form an underwriting syndicate) to participate in the initial sale of the Bonds to the Public, and (ii) any person that agrees pursuant to a written contract directly or indirectly with a person described in clause (i) of this paragraph to participate in the initial sale of the Bonds to the Public (including a member of a selling group or a party to a retail distribution agreement participating in the initial sale of the Bonds to the Public).

The representations set forth in this certificate are limited to factual matters only. Nothing in this certificate represents RJ's interpretation of any laws, including specifically Sections 103 and 148 of the Internal Revenue Code of 1986, as amended, and the Treasury Regulations thereunder. The undersigned understands that the foregoing information will be relied upon by the Issuer with respect to certain of the representations set forth in the Certificates of Arbitrage and with respect to compliance with the federal income tax rules affecting the Bonds, and by Jones Hall, A Professional Law Corporation in connection with rendering its opinion that the interest on the Bonds is excluded from gross income for federal income tax purposes, the preparation of the Internal Revenue Service Form 8038-G and other federal income tax advice that it may give to the Issuer from time to time relating to the Bonds. Notwithstanding anything set forth herein, RJ is not engaged in the practice of law. Accordingly, RJ makes no representation as to the legal sufficiency of the factual matters set forth herein. Except as expressly set forth above, the certifications set forth herein may not be relied upon or used by any third party or for any other purpose.

Dated: _____, 2020

Raymond James & Associates, Inc.
as Underwriter

By: _____
Authorized Representative

SCHEDULE A

**SALE PRICES OF THE GENERAL RULE MATURITIES AND
INITIAL OFFERING PRICES OF THE HOLD-THE-OFFERING-PRICE MATURITIES**

(Attached)

**SCHEDULE B
PRICING WIRE OR EQUIVALENT COMMUNICATION**

(Attached)

RESOLUTION NO. 20-12

RESOLUTION OF THE BOARD OF TRUSTEES OF THE OXNARD SCHOOL DISTRICT AUTHORIZING THE ISSUANCE AND SALE OF GENERAL OBLIGATION BONDS, ELECTION OF 2016, SERIES C, IN THE AGGREGATE PRINCIPAL AMOUNT OF NOT TO EXCEED \$13,000,000, AND APPROVING RELATED DOCUMENTS AND ACTIONS

WHEREAS, an election was duly and regularly held in the Oxnard School District (the "District") on November 8, 2016, in accordance with Article XIII A Section 1 paragraph (b) subsection (2) of the California Constitution, for the purpose of submitting Measure D (the "Bond Measure") to the qualified electors of the District, authorizing the issuance of general obligation bonds in the aggregate principal amount of \$142,500,000 (the "Bonds"), and the requisite fifty-five percent of the votes cast were in favor of the issuance of the Bonds; and

WHEREAS, the abbreviated form of the Bond Measure is:

"To acquire, construct and modernize additional classrooms and support facilities to reduce overcrowding, replace portable classrooms and older schools with new permanent facilities, increase student access to computers and modern classroom technology, improve student safety, reduce operating costs and qualify to receive State funds, shall Oxnard School District be authorized to issue up to \$142,500,000 in bonds at legal interest rates, with an independent Citizens' Oversight Committee, annual audits, and no money for administrator salaries?"; and

WHEREAS, the Board is authorized to provide for the issuance and sale of any series of Bonds under the provisions of Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code (the "Bond Law"); and

WHEREAS, pursuant to the Bond Law, on March 30, 2017, the District issued its General Obligation Bonds, Election of 2016, Series A in the aggregate principal amount of \$81,000,000 to finance the first phase of projects authorized pursuant to the Bond Measure; and

WHEREAS, pursuant to the Bond Law, on March 29, 2018, the District issued its General Obligation Bonds, Election of 2016, Series B in the aggregate principal amount of \$13,996,625.90 to finance the second phase of projects authorized pursuant to the Bond Measure; and

WHEREAS, at this time there is \$47,503,374.10 principal amount of authorized but unissued Bonds pursuant to the Bond Measure; and

WHEREAS, the District wishes at this time to initiate proceedings for the issuance of a third series of the Bonds under the Bond Law in the aggregate principal amount of not to exceed \$13,000,000 to be designated "Oxnard School District (Ventura County, California) General Obligation Bonds, Election of 2016, Series C" (the "Series C Bonds") as provided in this Resolution for the purpose of providing financing for the third phase of projects authorized under the Bond Measure;

WHEREAS, as required by Education Code Section 15268, the Series C Bonds shall be issued only in a principal amount that does not cause the District to exceed applicable bonding capacity limitations, taking into account any waivers that have been granted by the California

State Department of Education, including specifically the waiver that was granted to the District on March 9, 2017; and

WHEREAS, as required by Government Code Section 53508.5 and Education Code Section 15146(b)(2), because it is anticipated that a portion of the Series C Bonds will be issued as capital appreciation bonds which provide for the compounding of interest as provided herein, this Resolution was publicly noticed as an information item on the agenda for the October 21, 2020 meeting of the Board, and the Board was presented with the following items, all as more particularly set forth in Appendix B, attached hereto and made a part hereof:

- an analysis containing the total overall cost of the Series C Bonds that allow for the compounding of interest,
- a comparison to the overall cost of issuing only current interest bonds,
- the reasons that capital appreciation bonds that provide for the compounding of interest are being recommended, and
- a copy of the disclosure made by the Underwriter (defined herein) in compliance with Municipal Securities Rulemaking Board Rule G-17;

WHEREAS, further, as required by Government Code Section 5852.1 enacted January 1, 2018 by Senate Bill 450, attached hereto as Appendix C is the information relating to the Series C Bonds that has been obtained by the Board and is hereby disclosed and made public; and

WHEREAS, on February 15, 2017, the Board approved a Debt Issuance and Management Policy (BP 3470) which complies with Government Code Section 8855, and the delivery of the Series C Bonds will be in compliance with said policy;

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the Oxnard School District as follows:

ARTICLE I

DEFINITIONS; AUTHORITY

SECTION 1.01. *Definitions.* The terms defined in this Section 1.01, as used and capitalized herein, shall, for all purposes of this Resolution, have the meanings given them below, unless the context clearly requires some other meaning.

“Accreted Value” means, with respect to any Capital Appreciation Bond, the total amount of principal thereof and interest payable thereon as of any Compounding Date determined solely by reference to the Table of Accreted Values set forth on such Capital Appreciation Bond. The Accreted Value of any Capital Appreciation Bond as of any date other than a Compounding Date will be the sum of (a) the Accreted Value as of the Compounding Date immediately preceding the date as of which the calculation is being made plus (b) interest on the Accreted Value determined under the preceding clause (a), computed to the date as of which the calculation is being made at the Accretion Rate set forth on such Capital Appreciation Bond (computed on the basis of a 360-day year of twelve 30-day months).

“Accretion Rate” means, unless otherwise provided by the Bond Purchase Agreement pursuant to Section 3.01, the rate which, when applied to the principal amount of any Capital

Appreciation Bond and compounded semiannually on each Compounding Date, produces the Maturity Value of such Capital Appreciation Bond on the maturity date thereof.

“Authorized Investments” means the County Investment Pool, the Local Agency Investment Fund, any investments authorized pursuant to Sections 53601 and 53635 of the California Government Code, provided that said investments are part of the County treasury, in accordance with Education Code Section 15146(g). The County Treasurer shall assume no responsibility in the reporting, reconciling and monitoring in the investment of proceeds related to the Series C Bonds.

“Board” means the Board of Trustees of the District.

“Bond Counsel” means (a) the firm of Jones Hall, A Professional Law Corporation, or (b) any other attorney or firm of attorneys nationally recognized for expertise in rendering opinions as to the legality and tax-exempt status of securities issued by public entities.

“Bond Law” means Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the Government Code of the State of California, commencing with Section 53506 of said Code, as in effect on the date of adoption hereof and as amended hereafter.

“Bond Measure” means Measure D submitted to and approved by the requisite two-thirds of the voters pursuant to the provisions of the California Constitution and the California Education Code on November 8, 2016, under which the issuance of the Bonds has been authorized.

“Bond Purchase Agreement” means the Bond Purchase Agreement between the District and the Underwriter, under which the Underwriter agrees to purchase the Series C Bonds and pay the purchase price therefor.

“Building Fund” means the fund established and held by the County Treasurer under Section 3.03.

“Capital Appreciation Bonds” means the Series C Bonds which are designated as such in the Bond Purchase Agreement, the interest on which is compounded semiannually on each Compounding Date and is payable in full at maturity as shown in the table of Accreted Value for the Capital Appreciation Bonds.

“Closing Date” means the date upon which there is a delivery of the Series C Bonds in exchange for the amount representing the purchase price of the Series C Bonds by the Underwriter.

“Compounding Date” means, with respect to any Capital Appreciation Bond, each February 1 and August 1, unless otherwise provided in the Bond Purchase Agreement, commencing on the date set forth in the Bond Purchase Agreement, to and including the date of maturity or redemption of such Capital Appreciation Bond.

“Continuing Disclosure Certificate” means the Continuing Disclosure Certificate which is executed and delivered by a District Representative on the Closing Date.

“Costs of Issuance” means all items of expense directly or indirectly payable by or reimbursable to the District and related to the authorization, issuance, sale and delivery of the Series C Bonds, including but not limited to the costs of preparation and reproduction of

documents, printing expenses, filing and recording fees, initial fees and charges of the Paying Agent and its counsel, legal fees and charges, fees and disbursements of consultants and professionals, rating agency fees and any other cost, charge or fee in connection with the original issuance and sale of the Series C Bonds.

“County” means County of Ventura, a political subdivision of the State of California, duly organized and existing under the Constitution and laws of the State of California.

“County Treasurer” means the Ventura County Treasurer-Tax Collector, or any authorized deputy or designee thereof.

“Current Interest Bonds” means the Series C Bonds which are designated as such in the Bond Purchase Agreement, the interest on which is payable on a current basis on each Interest Payment Date.

“Debt Service Fund” means the account established and held by the County Treasurer under Section 4.02.

“Denominational Amount” means, with respect to any Capital Appreciation Bonds, the initial purchase price (exclusive of any premium) of such Capital Appreciation Bond .

“Depository” means (a) initially, DTC, and (b) any other Securities Depository acting as Depository under Section 2.09.

“Depository System Participant” means any participant in the Depository’s book-entry system.

“District” means the Oxnard School District, an elementary school district organized under the Constitution and laws of the State of California, and any successor thereto.

“District Representative” means the President of the Board, the Superintendent, the Deputy Superintendent, Business and Fiscal Services, and such any of such officer’s written designees, and any other person authorized by resolution of the Board of Trustees of the District to act on behalf of the District with respect to this Resolution and the Series C Bonds.

“DTC” means The Depository Trust Company, New York, New York, and its successors and assigns.

“Education Code” means the Education Code of the State of California, as in effect on the Closing Date or as thereafter amended from time to time.

“Federal Securities” means United States Treasury notes, bonds, bills or certificates of indebtedness, or any other obligations the timely payment of which is directly or indirectly guaranteed by the faith and credit of the United States of America.

“Interest Payment Dates” with respect to any Current Interest Bond, means February 1 and August 1 in each year during the term of such Current Interest Bond, commencing on the date set forth in the Bond Purchase Agreement, provided, however, that such dates are subject to modification as provided in the Bond Purchase Agreement.

“Maturity Value” means, with respect to any Capital Appreciation Bond, the Accreted Value of such Capital Appreciation Bond to be paid at maturity.

“Office” means the office or offices of the Paying Agent for the payment of the Bonds and the administration of its duties hereunder. The Paying Agent may designate and re-designate the Office from time to time by written notice filed with the County and the District.

“Outstanding,” when used as of any particular time with reference to Series C Bonds, means all Series C Bonds except: (a) Series C Bonds theretofore canceled by the Paying Agent or surrendered to the Paying Agent for cancellation; (b) Series C Bonds paid or deemed to have been paid within the meaning of Section 9.02; and (c) Series C Bonds in lieu of or in substitution for which other Series C Bonds have been authorized, executed, issued and delivered by the District under this Resolution.

“Owner”, whenever used herein with respect to a Series C Bond, means the person in whose name the ownership of such Series C Bond is registered on the Registration Books.

“Paying Agent” means any bank, trust company, national banking association or other financial institution appointed as paying agent for the Bonds in the manner provided in Article VI of this Resolution. The County, if appointed by the District, may serve as the District’s paying agent, including through a designated agent.

“Record Date” means the 15th day of the month preceding an Interest Payment Date, whether or not such day is a business day.

“Registration Books” means the records maintained by the Paying Agent for the registration of ownership and registration of transfer of the Series C Bonds under Section 2.08.

“Resolution” means this Resolution, as originally adopted by the Board and including all amendments hereto and supplements hereof which are duly adopted by the Board from time to time in accordance herewith.

“Securities Depositories” means DTC; and, in accordance with then current guidelines of the Securities and Exchange Commission, such other addresses and/or such other securities depositories as the District may designate in a Written Request of the District delivered to the Paying Agent.

“Series C Bonds” means the not-to-exceed \$13,000,000 aggregate principal amount of Oxnard School District (Ventura County, California) General Obligation Bonds, Election of 2016, Series C, issued and at any time Outstanding under this Resolution.

“Tax Code” means the Internal Revenue Code of 1986 as in effect on the Closing Date or (except as otherwise referenced herein) as it may be amended to apply to obligations issued on the Closing Date, together with applicable proposed, temporary and final regulations promulgated, and applicable official public guidance published, under said Code.

“Underwriter” means Stifel, Nicolaus & Company, Incorporated, the underwriter of the Series C Bonds upon the negotiated sale thereof, as designated pursuant to Section 3.01.

“Written Certificate of the District” means an instrument in writing signed by a District Representative or by any other officer of the District duly authorized by the District and listed on a Written Request of the District for that purpose.

SECTION 1.02. *Interpretation.*

(a) Unless the context otherwise indicates, words expressed in the singular include the plural and vice versa and the use of the neuter, masculine, or feminine gender is for convenience only and include the neuter, masculine or feminine gender, as appropriate.

(b) Headings of articles and sections herein and the table of contents hereof are solely for convenience of reference, do not constitute a part hereof and shall not affect the meaning, construction or effect hereof.

(c) All references herein to “Articles,” “Sections” and other subdivisions are to the corresponding Articles, Sections or subdivisions of this Resolution; the words “herein,” “hereof,” “hereby,” “hereunder” and other words of similar import refer to this Resolution as a whole and not to any particular Article, Section or subdivision hereof.

SECTION 1.03. *Authority for this Resolution; Findings.* This Resolution is adopted by the Board under the authority of the Bond Law. The Board hereby certifies that all of the things, conditions and acts required to exist, to have happened or to have been performed precedent to and in the issuance of the Series C Bonds do exist, have happened or have been performed in due and regular time and manner as required by the laws of the State of California, and that the amount of the Series C Bonds, together with all other indebtedness of the District, does not exceed any limit prescribed by any laws of the State of California, taking into account and waivers of said limits which have been granted to the District. Further, for the purposes of determining the principal amount of the Series C Bonds which are issued hereunder, the principal amount of any Capital Appreciation Bonds shall be equal to the Denominational Amount thereof.

ARTICLE II

THE SERIES C BONDS

SECTION 2.01. *Authorization.* The Board hereby authorizes the issuance of the Series C Bonds in the aggregate principal amount not to exceed \$13,000,000 under and subject to the terms of Article XIII A, Section 1 paragraph (b) subsection (2) of the California Constitution, the Bond Law and this Resolution, for the purpose of raising money for the acquisition and construction of educational facilities in accordance with the Bond Measure and to pay Costs of Issuance. This Resolution constitutes a continuing agreement between the District and the Owners of all of the Series C Bonds issued or to be issued hereunder and then Outstanding to secure the full and final payment of principal thereof and interest on all Series C Bonds, subject to the covenants, agreements, provisions and conditions herein contained. The Series C Bonds may be issued as Current Interest Bonds, Capital Appreciation Bonds, or any combination thereof. The Series C Bonds shall be issued on a tax-exempt basis; provided, however, if legal considerations require that a portion of the Series C Bonds be issued as a separate series on a federally taxable basis either by designating certain maturities as such or by separate series, the Authorized Officers are authorized to make such designations. The Series C Bonds shall be designated the "Oxnard School District (Ventura County, California) General Obligation Bonds, Election of 2016, Series C", together with any further designations as may be identified in the Bond Purchase Agreement.

SECTION 2.02. *Terms of Series C Bonds.*

(a) Terms of Current Interest Bonds. The Current Interest Bonds will be issued as fully registered bonds, without coupons, in the denomination of \$5,000 each or any integral multiple thereof, but in an amount not to exceed the aggregate principal amount of Current Interest Bonds maturing in the year of maturity of the Current Interest Bond for which the denomination is specified. Current Interest Bonds will be lettered and numbered as the Paying Agent may prescribe. The Current Interest Bonds will be dated as of the Closing Date.

Interest on the Current Interest Bonds is payable semiannually on each Interest Payment Date. Each Current Interest Bond will bear interest from the Interest Payment Date next preceding the date of registration and authentication thereof unless (i) it is authenticated as of an Interest Payment Date, in which event it will bear interest from such date, or (ii) it is authenticated prior to an Interest Payment Date and after the close of business on the Record Date preceding such Interest Payment Date, in which event it will bear interest from such Interest Payment Date, or (iii) it is authenticated prior to the first Record Date, in which event it will bear interest from the Closing Date. Notwithstanding the foregoing, if interest on any Current Interest Bond is in default at the time of authentication thereof, such Current Interest Bond will bear interest from the Interest Payment Date to which interest has previously been paid or made available for payment thereon.

(b) Terms of Capital Appreciation Bonds. The Capital Appreciation Bonds will be issued in fully registered form without coupons in denominations of \$5,000 in Maturity Values or any integral multiple thereof (except that one Capital Appreciation Bond may be issued in a denomination the Maturity Value of which is not an integral multiple of \$5,000), maturing on August 1 (unless otherwise provided in the Bond Purchase Agreement) in each of the years and in the maturity amounts as will be determined upon the sale thereof. Interest on the Capital Appreciation Bonds compounds on each Compounding Date at the respective Accretion Rates to be determined upon the sale thereof, and is payable solely at maturity or upon earlier redemption thereof as hereinafter provided.

Each Capital Appreciation Bond will be dated as of the Closing Date. The Accreted Value of the Capital Appreciation Bonds will be payable solely at maturity or earlier redemption thereof to the Owners thereof upon presentation and surrender thereof at the Office of the Paying Agent. The Accreted Value of the Capital Appreciation Bonds will be payable in lawful money of the United States of America upon presentation and surrender thereof at the Office of the Paying Agent.

(c) Maturities; Basis of Interest Calculation. The Series C Bonds will mature on August 1 (unless otherwise provided in the Bond Purchase Agreement) in the years and in the amounts, and will bear interest at the rates, as determined upon the sale thereof. The final maturity of the Series C Bonds will be not more than the maximum term permitted under the Bond Law. If the final maturity date of Current Interest Bonds exceeds 30 years from the Closing Date, a District Representative familiar with the project is authorized to certify that the useful life of the project to be financed with the proceeds of the Series C Bonds exceeds the final maturity of the Series C Bonds. Interest on the Series C Bonds will be calculated on the basis of a 360-day year comprised of twelve 30-day months.

(d) CUSIP Identification Numbers. CUSIP identification numbers will be imprinted on the Series C Bonds, but such numbers do not constitute a part of the contract evidenced by the Series C Bonds and any error or omission with respect thereto will not constitute cause for refusal of any purchaser to accept delivery of and pay for the Series C Bonds. In addition, failure on the part of the District to use such CUSIP numbers in any notice to Owners of the Series C Bonds will not constitute an event of default or any violation of the District's contract with such Owners and will not impair the effectiveness of any such notice.

(e) Payment. Interest on the Series C Bonds (including the final interest payment upon maturity or redemption) is payable by check, draft or wire of the Paying Agent mailed to the Owner thereof (which will be DTC so long as the Series C Bonds are held in the book-entry system of DTC) at such Owner's address as it appears on the Registration Books at the close of business on the preceding Record Date; except that at the written request of the Owner of at least \$1,000,000 aggregate principal amount of the Series C Bonds, which written request is on file with the Paying Agent as of any Record Date, interest on such Series C Bonds will be paid on the succeeding Interest Payment Date to such account as will be specified in such written request. Principal of the Series C Bonds is payable in lawful money of the United States of America upon presentation and surrender at the Office of the Paying Agent.

(f) Interest Rates. The interest rates to be born by each maturity of the Series C Bonds shall not exceed the legal limit of 8 percent. Upon the sale of the Series C Bonds, the District may identify maturities of the Series C Bonds, if any, which include step-up coupons, provided that said coupons are within said required legal limits.

(g) Provisions of Bond Purchase Agreement to Control. Notwithstanding the foregoing provisions of this Section and the following provisions of Section 2.03, any of the terms of the Series C Bonds may be established or modified under the Bond Purchase Agreement. In the event of a conflict or inconsistency between this Resolution and the Bond Purchase Agreement relating to the terms of the Series C Bonds, the provisions of the Bond Purchase Agreement will be controlling.

SECTION 2.03. *Redemption of Series C Bonds.*

(a) Optional Redemption Dates and Prices. The Series C Bonds are subject to redemption prior to maturity, at the option of the District, in whole or in part among maturities on such basis as designated by the District and by lot within a maturity, from any available source of funds, on the dates and at the respective redemption prices as set forth in the Bond Purchase Agreement subject to the restrictions set forth in Section 3.01(a)(iv).

(b) Mandatory Sinking Fund Redemption. If the Bond Purchase Agreement specifies that any one or more maturities of the Series C Bonds are term bonds which are subject to mandatory sinking fund redemption, each such maturity of Series C Bonds shall be subject to such mandatory sinking fund redemption on August 1 (unless otherwise provided in the Bond Resolution) in each of the years and in the respective principal amounts as set forth in the Bond Purchase Agreement, at a redemption price equal to 100% of the principal amount thereof to be redeemed (without premium), together with interest accrued thereon to the date fixed for redemption. If any such term bonds are redeemed under the provisions of the preceding clause (a), the total amount of all future payments under this subsection (b) with respect to such term bonds shall be reduced by the aggregate principal amount of such term bonds so redeemed, to be allocated among such payments on a pro rata basis in integral multiples of \$5,000 (or on such other basis as the District may determined) as set forth in written notice given by the District to the Paying Agent.

(c) Selection of Series C Bonds for Redemption. Whenever less than all of the Outstanding Series C Bonds of any one maturity are designated for redemption, the Paying Agent shall select the Outstanding Series C Bonds of such maturity to be redeemed by lot in any manner deemed fair by the Paying Agent. For purposes of such selection, each Series C Bond will be deemed to consist of individual bonds of \$5,000 portions (principal amount or Maturity Value, as applicable). The Series C Bonds may all be separately redeemed.

(d) Redemption Procedure. The Paying Agent will cause notice of any redemption to be mailed, first class mail, postage prepaid, at least 20 days but not more than 60 days prior to the date fixed for redemption, to the respective Owners of any Series C Bonds designated for redemption, at their addresses appearing on the Registration Books. Such notice may be a conditional notice of redemption and subject to rescission as set forth in (e) below. Such mailing is not a condition precedent to such redemption and the failure to mail or to receive any such notice will not affect the validity of the proceedings for the redemption of such Series C Bonds. In addition, the Paying Agent will give notice of redemption by telecopy or certified, registered or overnight mail to the Municipal Securities Rulemaking Board and each of the Securities Depositories at least two days prior to such mailing to the Series C Bond Owners.

Such notice shall state the redemption date and the redemption price and, if less than all of the then Outstanding Series C Bonds are to be called for redemption, shall designate the serial numbers of the Series C Bonds to be redeemed by giving the individual number of each Series C Bond or by stating that all Series C Bonds between two stated numbers, both inclusive, or by stating that all of the Series C Bonds of one or more maturities have been called for redemption, and shall require that such Series C Bonds be then surrendered at the Office of the Paying Agent for redemption at the said redemption price, giving notice also that further interest on such Series C Bonds will not accrue from and after the redemption date.

Upon surrender of Series C Bonds redeemed in part only, the District shall execute and the Paying Agent shall authenticate and deliver to the Owner, at the expense of the District, a

new Series C Bond or Bonds, of the same maturity, of authorized denominations in aggregate principal amount equal to the unredeemed portion of the Series C Bond or Bonds.

From and after the date fixed for redemption, if notice of such redemption has been duly given and funds available for the payment of the principal of and interest on the Series C Bonds so called for redemption have been duly provided, the Series C Bonds called for redemption will cease to be entitled to any benefit under this Resolution other than the right to receive payment of the redemption price, and no interest will accrue thereon on or after the redemption date specified in the notice. The Paying Agent will cancel all Series C Bonds redeemed under this Section and will furnish a certificate of cancellation to the District.

(e) Right to Rescind Notice of Redemption. The District has the right to rescind any notice of the optional redemption of Series C Bonds under subsection (a) of this Section by written notice to the Paying Agent on or prior to the date fixed for redemption. Any notice of redemption shall be cancelled and annulled if for any reason funds will not be or are not available on the date fixed for redemption for the payment in full of the Series C Bonds then called for redemption. The District and the Paying Agent shall have no liability to the Series C Bond Owners or any other party related to or arising from such rescission of redemption. The Paying Agent shall mail notice of such rescission of redemption in the same manner as the original notice of redemption was sent under subsection (d) of this Section.

SECTION 2.04. *Form of Series C Bonds.* The Current Interest Bonds and the Capital Appreciation Bonds, the form of the Paying Agent's certificate of authentication and registration and the form of assignment to appear thereon will be substantially in the forms, respectively, with necessary or appropriate variations, omissions and insertions, as permitted or required by this Resolution and the Bond Purchase Agreement, as are set forth in Appendix A attached hereto.

SECTION 2.05. *Execution of Series C Bonds.* The Series C Bonds shall be signed by the manual or facsimile signature of the President of the Board and shall be attested by the manual or facsimile signature of the Secretary or Clerk of the Board. Only those Series C Bonds bearing a certificate of authentication and registration in the form set forth in Appendix A attached hereto, executed and dated by the Paying Agent, shall be valid or obligatory for any purpose or entitled to the benefits of this Resolution, and such certificate of the Paying Agent is conclusive evidence that the Series C Bonds so registered have been duly authenticated, registered and delivered hereunder and are entitled to the benefits of this Resolution.

SECTION 2.06. *Transfer of Series C Bonds.* Subject to Section 2.10, any Series C Bond may, in accordance with its terms, be transferred, upon the Registration Books, by the person in whose name it is registered, in person or by his duly authorized attorney, upon surrender of such Series C Bond for cancellation at the Office at the Paying Agent, accompanied by delivery of a written instrument of transfer in a form approved by the Paying Agent, duly executed. The District may charge a reasonable sum for each new Series C Bond issued upon any transfer.

Whenever any Series C Bond or Bonds is surrendered for transfer, the District shall execute and the Paying Agent shall authenticate and deliver a new Series C Bond or Bonds, for like aggregate principal amount. No transfers of Series C Bonds shall be required to be made (a) 15 days prior to the date established by the Paying Agent for selection of Series C Bonds for redemption or (b) with respect to a Series C Bond which has been selected for redemption.

SECTION 2.07. *Exchange of Series C Bonds.* Series C Bonds may be exchanged at the principal Office of the Paying Agent for a like aggregate principal amount of Series C Bonds of

authorized denominations and of the same maturity, together with a request for exchange signed by the owner or by a person legally empowered to do so in a form satisfactory to the Paying Agent. The District may charge a reasonable sum for each new Series C Bond issued upon any exchange (except in the cases of any exchange of temporary Series C Bonds for definitive Series C Bonds). No exchange of Series C Bonds is required to be made (a) 15 days prior to the date established by the Paying Agent for selection of Series C Bonds for redemption or (b) with respect to a Series C Bond after it has been selected for redemption.

SECTION 2.08. *Registration Books.* The Paying Agent shall keep or cause to be kept sufficient books for the registration and transfer of the Series C Bonds, which shall at all times be open to inspection by the District upon reasonable notice; and, upon presentation for such purpose, the Paying Agent shall, under such reasonable regulations as it may prescribe, register or transfer or cause to be registered or transferred, on said books, Series C Bonds as herein before provided.

SECTION 2.09. *Book-Entry System.* Except as provided below, DTC shall be the Owner of all of the Series C Bonds, and the Series C Bonds shall be registered in the name of Cede & Co. as nominee for DTC. The Series C Bonds shall be initially executed and delivered in the form of a single fully registered Series C Bond for each maturity date of the Series C Bonds in the full aggregate principal amount of the Series C Bonds maturing on such date. The Paying Agent and the District may treat DTC (or its nominee) as the sole and exclusive owner of the Series C Bonds registered in its name for all purposes of this Resolution, and neither the Paying Agent nor the District shall be affected by any notice to the contrary. The Paying Agent and the District have no responsibility or obligation to any Depository System Participant, any person claiming a beneficial ownership interest in the Series C Bonds under or through DTC or a Depository System Participant, or any other person which is not shown on the register of the District as being an owner, with respect to the accuracy of any records maintained by DTC or any Depository System Participant or the payment by DTC or any Depository System Participant by DTC or any Depository System Participant of any amount in respect of the principal or interest with respect to the Series C Bonds. The District shall cause to be paid all principal and interest with respect to the Series C Bonds only to DTC, and all such payments shall be valid and effective to fully satisfy and discharge the District's obligations with respect to the principal and interest with respect to the Series C Bonds to the extent of the sum or sums so paid. Except under the conditions noted below, no person other than DTC shall receive a Series C Bond. Upon delivery by DTC to the District of written notice to the effect that DTC has determined to substitute a new nominee in place of Cede & Co., the term "Cede & Co." in this Resolution shall refer to such new nominee of DTC.

If the District determines that it is in the best interest of the beneficial owners that they be able to obtain Series C Bonds and delivers a written certificate to DTC and the District to that effect, DTC shall notify the Depository System Participants of the availability through DTC of Series C Bonds. In such event, the District shall issue, transfer and exchange Series C Bonds as requested by DTC and any other owners in appropriate amounts.

DTC may determine to discontinue providing its services with respect to the Series C Bonds at any time by giving notice to the District and discharging its responsibilities with respect thereto under applicable law. Under such circumstances (if there is no successor securities depository), the District shall be obligated to deliver Series C Bonds as described in this Resolution. Whenever DTC requests the District to do so, the District will cooperate with DTC in taking appropriate action after reasonable notice to (a) make available one or more separate Series C Bonds evidencing the Series C Bonds to any Depository System Participant having

Series C Bonds credited to its DTC account or (b) arrange for another securities depository to maintain custody of certificates evidencing the Series C Bonds.

Notwithstanding any other provision of this Resolution to the contrary, so long as any Series C Bond is registered in the name of Cede & Co., as nominee of DTC, all payments with respect to the principal and interest with respect to such Series C Bond and all notices with respect to such Series C Bond shall be made and given, respectively, to DTC as provided as in the representation letter delivered on the date of issuance of the Series C Bonds.

Section 2.10. *Transfer Under Book-Entry System: Discontinuation of Book-Entry System.* Registered ownership of the Series C Bonds, or any portion thereof, may not be transferred except as follows:

(i) To any successor of Cede & Co., as nominee of the DTC, or its nominee, or to any substitute depository designated pursuant to clause (ii) of this section (a "substitute depository"); *provided that* any successor of Cede & Co., as nominee of the DTC or substitute depository, shall be qualified under any applicable laws to provide the services proposed to be provided by it;

(ii) To any substitute depository not objected to by the District or the County, upon (1) the resignation of the DTC or its successor (or any substitute depository or its successor) from its functions as depository, or (2) a determination by the County (upon consultation with the District) to substitute another depository for the DTC (or its successor) because the DTC or its successor (or any substitute depository or its successor) is no longer able to carry out its functions as depository; provided, that any such substitute depository shall be qualified under any applicable laws to provide the services proposed to be provided by it; or

(iii) To any person upon (1) the resignation of the DTC or its successor (or substitute depository or its successor) from its functions as depository, or (2) a determination by the County (upon consultation with the District) to remove the DTC or its successor (or any substitute depository or its successor) from its functions as depository.

ARTICLE III

SALE OF SERIES C BONDS; APPLICATION OF PROCEEDS

SECTION 3.01. *Sale of Series C Bonds; Approval of Sale Documents.*

(a) Negotiated Sale of Series C Bonds. Pursuant to Section 53508.7 of the Bond Law, the Board hereby authorizes the negotiated sale of the Series C Bonds to Stifel, Nicolaus & Company, Incorporated, as Underwriter. The Series C Bonds shall be sold pursuant to the Bond Purchase Agreement, in substantially the form on file with the Clerk of the Board, with such changes therein, deletions therefrom and modifications thereto as a District Representative may approve, such approval to be conclusively evidenced by the execution and delivery of the Bond Purchase Agreement. The Board hereby authorizes a District Representative to execute and deliver the final form of the Bond Purchase Agreement in the name and on behalf of the District, so long as the limitations contained herein are reflected in the Purchase Contract, including:

- (i) the Series C Bonds shall bear rates of interest or Accretion Rates of not to exceed eight percent (8%) per annum;
- (ii) the Series C Bonds which are Capital Appreciation Bonds shall have a final maturity date of 25 years or less from the date of issuance;
- (iii) the Series C Bonds shall have a ratio of total debt service to principal of not to exceed 4:1;
- (iv) the Series C Bonds consisting of Capital Appreciation Bonds shall be subject to redemption prior to maturity at the option of the District, at the Accreted Value thereof, as applicable, without premium, beginning no later than 10 years following the issuance of the Series C Bonds; and
- (v) the Underwriter's discount shall not exceed 1.0% of the principal amount issued.

In accordance with Section 53508.7 of the Bond Law, the Board has determined to sell the Series C Bonds at negotiated sale for the following reasons: (a) the District requires flexibility in determining whether the Series C Bonds will be issued as Current Interest Bonds or Capital Appreciation Bonds, or a combination thereof, and a negotiated sale provides flexibility to make such determination at the time of the bond sale, (b) a negotiated sale provides more flexibility to choose the time and date of the sale which is advantageous in a volatile municipal bond market, and (c) a negotiated sale will permit the time schedule for the issuance and sale of the Series C Bonds to be expedited.

(b) Official Statement. The Board hereby approves, and hereby deems nearly final within the meaning of Rule 15c2-12 of the Securities Exchange Act of 1934, the Preliminary Official Statement describing the Series C Bonds in substantially the form on file with the Clerk of the Board. A District Representative is hereby authorized to execute an appropriate certificate stating the Board's determination that the Preliminary Official Statement has been deemed nearly final within the meaning of such Rule. A District Representative is hereby authorized and directed to approve any changes in or additions to a final form of said Official Statement, and the execution

thereof by a District Representative shall be conclusive evidence of his or her approval of any such changes and additions. The Board hereby authorizes the distribution of the Official Statement by the Underwriter. The final Official Statement shall be executed in the name and on behalf of the District by a District Representative.

(c) Actions to Close Bond Issuance. Each District Representative and any and all other officers of the District are each authorized and directed in the name and on behalf of the District to execute and deliver any and all certificates, requisitions, agreements, notices, consents, warrants and other documents, which they or any of them might deem necessary or appropriate in order to consummate the lawful issuance, sale and delivery of the Series C Bonds, including but not limited to the execution and delivery of a document with respect to the engagement of the Paying Agent appointed hereby, applying for a municipal bond insurance policy and executing all items related to obtaining such policy, if in the best economic interests of the District, and an agreement facilitating the payment of Costs of Issuance. Whenever in this Resolution any officer of the District is authorized to execute or countersign any document or take any action, such execution, countersigning or action may be taken on behalf of such officer by any person designated by such officer to act on his or her behalf if such officer is absent or unavailable.

SECTION 3.02. *Application of Proceeds of Sale of Series C Bonds.* The proceeds of the Series C Bonds shall be paid to the County Treasurer on the Closing Date, and shall be applied by the County Treasurer as follows:

- (a) The portion of the proceeds representing the premium (if any) received by the County Treasurer on the sale of the Series C Bonds will be transferred to the County Office of Education and deposited in the Debt Service Fund established pursuant to Section 4.02.
- (b) All remaining proceeds received by the County Treasurer from the sale of the Series C Bonds will be transferred to the County Office of Education for deposit in the Building Fund established pursuant to Section 3.03.

At the option of the District, a portion of the proceeds of the Series C Bonds to be used by the District to pay Costs of Issuance may be deposited with a fiscal agent selected by the District, as provided in Section 15146(g) of the Education Code in order to facilitate the payment of Costs of Issuance. A District Representative is authorized to enter into an agreement with such fiscal agent to facilitate such payment. In addition, the Bond Purchase Agreement may provide that the Underwriter is obligated to pay certain Costs of Issuance and a District Representative is authorized to review and consent to a schedule of such and related custodial agreement.

SECTION 3.03. *Building Fund.* The County Office of Education (or other appropriate department of the County) shall create and maintain a fund designated as the "Oxnard School District, Election of 2016, Series C Building Fund," into which the proceeds from the sale of the Series A Bonds shall be deposited, to the extent required under Section 3.02(b). The County Office of Education shall maintain separate accounting for the proceeds of the Series C Bonds, including all earnings received from the investment thereof. Amounts credited to the Building Fund for the Series C Bonds shall be expended by the District solely for the financing of projects for which the Series C Bond proceeds are authorized to be expended under the Bond Measure (which includes related Costs of Issuance). All interest and other gain arising from the investment of proceeds of the Series C Bonds shall be retained in the Building Fund and used for the purposes thereof. At the Written Request of the District filed with the County Office of Education, any amounts remaining on deposit in the Building Fund and not needed for the purposes thereof

shall be withdrawn from the Building Fund and transferred to the Debt Service Fund, to be applied to pay the principal of and interest on the Series C Bonds.

If excess amounts remain on deposit in the Building Fund after payment in full of the Series A Bonds, any such excess amounts shall be transferred to the general fund of the District, to be applied for the purposes for which the Series C Bonds have been authorized or otherwise in accordance with the Bond Law.

SECTION 3.04. *Professionals; Estimated Financing Costs.* The firm of Jones Hall, A Professional Law Corporation, has previously been engaged to act as the District's bond counsel and disclosure counsel, and the firm of CFW Advisory Services LLC, has previously been engaged to act as the District's Municipal Advisor. Said engagements are confirmed in accordance with the terms of existing contracts. Estimated costs of issuance are identified on Appendix C.

SECTION 3.05. *Estimates Regarding Assessed Valuations.* The assumptions used in connection with the issuance of the Series C Bonds with respect to assessed valuation growth each year following the issuance of the Series C Bonds until final maturity are set forth in Appendix B hereto.

SECTION 3.06. *Findings Regarding Useful Life.* In the event that Current Interest Bonds are issued with a maturity which extends beyond thirty years, a District Representative which is familiar with the projects to be financed with the proceeds of the Series C Bonds is authorized to make the required findings with respect to the useful life of the projects and the Series C Bonds.

ARTICLE IV

SECURITY FOR THE SERIES C BONDS; DEBT SERVICE FUND

SECTION 4.01. *Security for the Series C Bonds.* The Series C Bonds are general obligations of the District. The Board has the power to direct the County to levy *ad valorem* taxes upon all property within the District that is subject to taxation by the District, without limitation of rate or amount, for the payment of the Series C Bonds and the interest thereon. The District hereby directs the County to levy on all the taxable property in the District, in addition to all other taxes, a continuing direct and *ad valorem* tax annually during the period the Series C Bonds are Outstanding in an amount sufficient to pay the principal of and interest on the Series C Bonds when due, including the principal of any Series C Bonds upon the mandatory sinking fund redemption thereof under Section 2.03(b), which moneys when collected will be paid to the County Treasurer and placed in the Debt Service Fund.

No part of any fund or account of the County is pledged or obligated to the payment of the Series C Bonds. The principal of and interest on Series C Bonds do not constitute a debt of the County, the State of California, or any of its political subdivisions other than the District, or any of the officers, agents or employees thereof. Neither the County, the State of California, any of its political subdivisions nor any of the officers, agents or employees thereof are liable on the Series C Bonds. In no event are the principal of and interest on Series C Bonds payable out of any funds or properties of the District other than *ad valorem* taxes levied on taxable property in the District. The Series C Bonds, including the interest thereon, are payable solely from taxes levied under Sections 15250 and 15252 of the Education Code; provided, however, nothing herein contained prevents the District from making advances of its own moneys howsoever derived to any of the uses or purposes permitted by law.

As provided in Section 15251 of the Education Code, the Series C Bonds are secured by a statutory lien on all revenues received pursuant to the levy and collection of the *ad valorem* tax. The lien attaches automatically without further action or authorization by the District and is valid and binding from the time the Series C Bonds are executed and delivered.

SECTION 4.02. *Establishment of Debt Service Fund.* The District hereby requests the County Office of Education (or other appropriate department of the County) to establish, hold and maintain a fund to be known as the "Oxnard School District General Obligation Bonds, Election of 2016, Series C Debt Service Fund", which the County Office of Education shall maintain as a separate account, distinct from all other funds of the County, the Office of Education and the District. All taxes levied by the County, at the request of the District, for the District's payment of the principal of and interest on the Series C Bonds shall be transferred to the County Office of Education and deposited in the Debt Service Fund promptly upon apportionment of said levy.

SECTION 4.03. *Disbursements From Debt Service Fund.* The County Office of Education shall administer the Debt Service Fund and make disbursements therefrom in the manner set forth in this Section. The County Office of Education shall transfer amounts on deposit in the Debt Service Fund, to the extent necessary for the District to pay the principal of and interest on the Series C Bonds when due and payable, to the Paying Agent which, in turn, shall pay such moneys to DTC to pay the principal of and interest on the Series C Bonds. DTC will thereupon make payments of principal and interest on the Series C Bonds to the DTC Participants who will

thereupon make payments of principal and interest to the beneficial owners of the Series C Bonds. In addition, amounts on deposit in the Debt Service Fund shall be applied to pay the fees and expenses of the Paying Agent insofar as permitted by law, including specifically by Section 15232 of the Education Code. Pursuant to such provision, the District hereby authorizes the application of amounts in the Debt Service Fund to reimburse the County Office of Education and the County, as applicable, for all costs and expenses incurred by it in processing the District's payments from time to time for the services of the Paying Agent which is designated for the Series C Bonds under Section 6.01. Any moneys remaining in the Debt Service Fund after the Series C Bonds and the interest thereon have been paid by the District, shall be transferred to any other interest and sinking fund for general obligation bond indebtedness of the District, and in the event there is no such debt outstanding, shall be transferred to the District's general fund upon the order of the County, as provided in Section 15234 of the Education Code.

SECTION 4.04. *Pledge of Taxes.* The District hereby pledges all revenues from the property taxes collected from the levy by the Board of Supervisors of the County for the District's payment of the Series C Bonds and amounts on deposit in the Debt Service Fund to the District's payment of the principal or redemption price of and interest on the Series C Bonds. This pledge shall be valid and binding from the date hereof for the benefit of the owners of the Series C Bonds and successors thereto. The property taxes and amounts held in the Debt Service Fund shall be immediately subject to this pledge, and the pledge shall constitute a lien and security interest which shall immediately attach to the property taxes and amounts held in the interest and sinking fund to secure the District's payment of the Series C Bonds and shall be effective, binding, and enforceable against the District, its successors, creditors and all others irrespective of whether those parties have notice of the pledge and without the need of any physical delivery, recordation, filing, or further act. This pledge constitutes an agreement between the District and owners of the Series C Bonds to provide security for the Series C Bonds in addition to any statutory lien that may exist. The District hereby represents and warrants that all of its general obligation bonds, including the Series C Bonds are or were issued to finance or refinance one or more of the projects specified in the applicable voter-approved measure.

SECTION 4.05. *Investments.* All moneys held in any of the funds or accounts established with the County hereunder will be invested in Authorized Investments in accordance with the investment policies of the County, as such policies exist at the time of investment. Obligations purchased as an investment of moneys in any fund or account will be deemed to be part of such fund or account. All interest or gain derived from the investment of amounts in any of the funds or accounts established hereunder will be deposited in the fund or account from which such investment was made, and will be expended for the purposes thereof. The County Treasurer has no responsibility in the reporting, reconciling and monitoring of the investment of the proceeds of the Bonds.

All interest or gain derived from the investment of amounts in any of the funds or accounts established hereunder shall be deposited in the fund or account from which such investment was made, and shall be expended for the purposes thereof. The District covenants that all investments of amounts deposited in any fund or account created by or under this Resolution, or otherwise containing proceeds of the Series C Bonds, shall be acquired and disposed of at the Fair Market Value thereof. For purposes of this Section, the term "Fair Market Value" shall mean, with respect to any investment, the price at which a willing buyer would purchase such investment from a willing seller in a bona fide, arm's length transaction (determined as of the date the contract to purchase or sell the investment becomes binding) if the investment is traded on an established securities market (within the meaning of Section 1273 of the Tax Code) and, otherwise, the term "Fair Market Value" means the acquisition price in a bona fide arm's length transaction (as

described above) if (i) the investment is a certificate of deposit that is acquired in accordance with applicable regulations under the Tax Code, (ii) the investment is an agreement with specifically negotiated withdrawal or reinvestment provisions and a specifically negotiated interest rate (for example, a guaranteed investment contract, a forward supply contract or other investment agreement) that is acquired in accordance with applicable regulations under the Tax Code, or (iii) the investment is a United States Treasury Security - State and Local Government Series that is acquired in accordance with applicable regulations of the United States Bureau of Public Debt.

ARTICLE V

OTHER COVENANTS OF THE DISTRICT

SECTION 5.01. *Punctual Payment.* The Board requests and directs the County to levy *ad valorem* taxes, as provided in Section 15250 of the Education Code, so as to enable the District to punctually pay, or cause to be paid, the principal of and interest on the Series C Bonds, in conformity with the terms of the Series C Bonds and of this Resolution. Nothing herein contained shall prevent the District from making advances of its own moneys howsoever derived to any of the uses or purposes permitted by law.

SECTION 5.02. *Books and Accounts; Financial Statements.* The District will keep, or cause to be kept, proper books of record and accounts, separate from all other records and accounts of the District in which complete and correct entries are made of all transactions relating to the expenditure of the proceeds of the Series C Bonds. Such books of record and accounts shall at all times during business hours be subject to the inspection of the Paying Agent and the Owners of not less than 10% in aggregate principal amount of the Series C Bonds then Outstanding, or their representatives authorized in writing.

SECTION 5.03. *Protection of Security and Rights of Series C Bond Owners.* The District will preserve and protect the security of the Series C Bonds and the rights of the Series C Bond Owners, and will warrant and defend their rights against all claims and demands of all persons. Following the issuance of the Series C Bonds by the District, the Series C Bonds shall be incontestable by the District.

SECTION 5.04. *Tax Covenants.*

(a) Private Activity Bond Limitation. The District shall assure that the proceeds of the Series C Bonds are not so used as to cause the Series C Bonds to satisfy the private business tests of Section 141(b) of the Tax Code or the private loan financing test of Section 141(c) of the Tax Code.

(b) Federal Guarantee Prohibition. The District shall not take any action or permit or suffer any action to be taken if the result of the same would be to cause any of the Series C Bonds to be "federally guaranteed" within the meaning of Section 149(b) of the Tax Code.

(c) No Arbitrage. The District shall not take, or permit or suffer to be taken by the Paying Agent or the County or otherwise, any action with respect to the proceeds of the Series C Bonds which, if such action had been reasonably expected to have been taken, or had been deliberately and intentionally taken, on the Closing Date would have caused the Series C Bonds to be "arbitrage bonds" within the meaning of Section 148 of the Tax Code.

(d) Maintenance of Tax-Exemption. The District shall take all actions necessary to assure the exclusion of interest on the Series C Bonds from the gross income of the Owners of the Series C Bonds to the same extent as such interest is permitted to be excluded from gross income under the Tax Code as in effect on the Closing Date.

(e) Rebate of Excess Investment Earnings to United States. The District shall calculate or cause to be calculated excess investment earnings with respect to the Series C Bonds which are required to be rebated to the United States of America under Section 148(f) of the Tax Code, and shall pay the full amount of such excess investment earnings to the United States of America in such amounts, at such times and in such manner as may be required under the Tax Code, if and to the extent such Section 148(f) is applicable to the Series C Bonds. Such payments shall be made by the District from any source of legally available funds of the District. The District shall keep or cause to be kept, and retain or cause to be retained for a period of six years following the retirement of the Series C Bonds, records of the determinations made under this subsection (e). In order to provide for the administration of this subsection (e), the District may provide for the employment of independent attorneys, accountants and consultants compensated on such reasonable basis as the District may deem appropriate.

SECTION 5.05. *Continuing Disclosure*. The District hereby covenants and agrees that it will comply with and carry out all of the provisions of the Continuing Disclosure Certificate, which shall be executed by a District Representative and delivered on the Closing Date. Notwithstanding any other provision of this Resolution, failure of the District to comply with the Continuing Disclosure Certificate does not constitute a default by the District hereunder or under the Series C Bonds; however, any Participating Underwriter (as that term is defined in the Continuing Disclosure Certificate) or any holder or beneficial owner of the Series C Bonds may, take such actions as may be necessary and appropriate to compel performance, including seeking mandate or specific performance by court order.

SECTION 5.06. *CDIAC Annual Reporting*. The District hereby covenants and agrees that it will comply with and the provisions of California Government Code Section 8855 subdivision (k) with respect to annual reporting to the California Debt and Investment Advisory Commission. Said reporting will occur at the times and include the types of information as set forth therein. Notwithstanding any other provision of this Resolution, failure of the District to comply with said reporting does not constitute a default by the District hereunder or under the Series C Bonds.

SECTION 5.07. *Further Assurances*. The District will adopt, make, execute and deliver any and all such further resolutions, instruments and assurances as may be reasonably necessary or proper to carry out the intention or to facilitate the performance of this Resolution, and for the better assuring and confirming unto the Owners of the Series C Bonds of the rights and benefits provided in this Resolution.

ARTICLE VI

THE PAYING AGENT

SECTION 6.01. *Appointment of Paying Agent.* U.S. Bank National Association, or any successor agent thereto, is hereby appointed to act as the initial Paying Agent for the Series C Bonds and, in such capacity, shall also act as registration agent and authentication agent for the Series C Bonds. The Paying Agent undertakes to perform such duties, and only such duties, as are specifically set forth in this Resolution, and even during the continuance of an event of default with respect to the Series C Bonds, no implied covenants or obligations shall be read into this Resolution against the Paying Agent. The Paying Agent shall signify its acceptance of the duties and obligations imposed upon it by the District by executing and delivering to the District a certificate or agreement to that effect.

The District may remove the Paying Agent initially appointed, and any successor thereto, and may appoint a successor or successors thereto, but any such successor shall be a bank or trust company doing business and having an office in the State of California, having a combined capital (exclusive of borrowed capital) and surplus of at least \$50,000,000, and subject to supervision or examination by federal or state authority. If such bank or trust company publishes a report of condition at least annually, under law or to the requirements of any supervising or examining authority above referred to, then for the purposes of this Section the combined capital and surplus of such bank or trust company shall be deemed to be its combined capital and surplus as set forth in its most recent report of condition so published. The County Treasurer may also be appointed to serve as Paying Agent.

The Paying Agent may at any time resign by giving written notice to the District and the Series C Bond Owners of such resignation. Upon receiving notice of such resignation, with the written consent of the County Treasurer (which shall not unreasonably be withheld) the District shall promptly appoint a successor Paying Agent by an instrument in writing. Any resignation or removal of the Paying Agent and appointment of a successor Paying Agent will become effective upon acceptance of appointment by the successor Paying Agent.

Any bank, national association, federal savings association, or trust company into which the Paying Agent may be merged or converted or with which it may be consolidated or any bank, national association, federal savings association, or trust company resulting from any merger, conversion or consolidation to which it shall be a party or any bank, national association, federal savings association, or trust company to which the Paying Agent may sell or transfer all or substantially all of its corporate trust business, provided such bank, federal savings association, or trust company shall be eligible as described in this Section 6.01 shall be the successor to such Paying Agent, without the execution or filing of any paper or any further act, anything herein to the contrary notwithstanding.

SECTION 6.02. *Paying Agent May Hold Series C Bonds.* The Paying Agent may become the owner of any of the Series C Bonds in its own or any other capacity with the same rights it would have if it were not Paying Agent.

SECTION 6.03. *Liability of Agents.* The recitals of facts, covenants and agreements herein and in the Series C Bonds contained shall be taken as statements, covenants and agreements of the District, and the Paying Agent assumes no responsibility for the correctness of the same, nor makes any representations as to the validity or sufficiency of this Resolution or of the Series C

Bonds, nor shall incur any responsibility in respect thereof, other than as set forth in this Resolution. The Paying Agent is not liable in connection with the performance of its duties hereunder, except for its own negligence or willful default.

In the absence of bad faith, the Paying Agent may conclusively rely, as to the truth of the statements and the correctness of the opinions expressed therein, upon certificates or opinions furnished to the Paying Agent and conforming to the requirements of this Resolution.

The Paying Agent is not liable for any error of judgment made in good faith by a responsible officer of its corporate trust department in the absence of the negligence of the Paying Agent.

No provision of this Resolution shall require the Paying Agent to expend or risk its own funds or otherwise incur any financial liability in the performance of any of its duties hereunder, or in the exercise of any of its rights or powers, if it has reasonable grounds for believing that repayment of such funds or adequate indemnity against such risk or liability is not reasonably assured to it.

The Paying Agent may execute any of the powers hereunder or perform any duties hereunder either directly or by or through agents or attorneys and the Paying Agent is not responsible for any misconduct or negligence on the part of any agent or attorney appointed with due care by it hereunder.

SECTION 6.04. *Notice to Paying Agent.* The Paying Agent may rely and shall be protected in acting or refraining from acting upon any notice, resolution, request, consent, order, certificate, report, warrant, bond or other paper or document believed by it to be genuine and to have been signed or presented by the proper party or proper parties. The Paying Agent may consult with counsel, who may be counsel to the District, with regard to legal questions, and the opinion of such counsel shall be full and complete authorization and protection in respect of any action taken or suffered by it hereunder in good faith and in accordance therewith.

Whenever in the administration of its duties under this Resolution the Paying Agent shall deem it necessary or desirable that a matter be proved or established prior to taking or suffering any action hereunder, such matter (unless other evidence in respect thereof be herein specifically prescribed) may, in the absence of bad faith on the part of the Paying Agent, be deemed to be conclusively proved and established by a certificate of the District, and such certificate shall be full warrant to the Paying Agent for any action taken or suffered under the provisions of this Resolution upon the faith thereof, but in its discretion the Paying Agent may, in lieu thereof, accept other evidence of such matter or may require such additional evidence as to it may seem reasonable.

SECTION 6.05. *Compensation; Indemnification.* The District shall pay to the Paying Agent from time to time reasonable compensation for all services rendered under this Resolution, and also all reasonable expenses, charges, counsel fees and other disbursements, including those of their attorneys, agents and employees, incurred in and about the performance of their powers and duties under this Resolution. The District further agrees to indemnify and save the Paying Agent harmless against any liabilities which it may incur in the exercise and performance of its powers and duties hereunder which are not due to its negligence or bad faith.

ARTICLE VII

REMEDIES OF SERIES C BOND OWNERS

SECTION 7.01. *Remedies of Series C Bond Owners.* Any Series C Bond Owner has the right, for the equal benefit and protection of all Series C Bond Owners similarly situated:

- (a) by mandamus, suit, action or proceeding, to compel the District and its members, officers, agents or employees to perform each and every term, provision and covenant contained in this Resolution and in the Series C Bonds, and to require the carrying out of any or all such covenants and agreements of the District and the fulfillment of all duties imposed upon it;
- (b) by suit, action or proceeding in equity, to enjoin any acts or things which are unlawful, or the violation of any of the Series C Bond Owners' rights; or
- (c) upon the happening and continuation of any default by the District hereunder or under the Series C Bonds, by suit, action or proceeding in any court of competent jurisdiction, to require the District and its members and employees to account as if it and they were the trustees of an express trust.

SECTION 7.02. *Remedies Not Exclusive.* No remedy herein conferred upon the Owners of Series C Bonds is exclusive of any other remedy. Each and every remedy is cumulative and may be exercised in addition to every other remedy given hereunder or thereafter conferred on the Series C Bond Owners.

SECTION 7.03. *Non-Waiver.* Nothing in this Article VII or in any other provision of this Resolution or in the Series C Bonds, affects or impairs the obligation of the District, which is absolute and unconditional, to pay the principal of and interest on the Series C Bonds to the respective Owners of the Series C Bonds at the respective dates of maturity, as herein provided, or affects or impairs the right of action against the District, which is also absolute and unconditional, of such Owners to institute suit against the District to enforce such payment by virtue of the contract embodied in the Series C Bonds.

A waiver of any default by any Series C Bond Owner shall not affect any subsequent default or impair any rights or remedies on the subsequent default. No delay or omission of any Owner of any of the Series C Bonds to exercise any right or power accruing upon any default shall impair any such right or power or shall be construed to be a waiver of any such default or an acquiescence therein, and every power and remedy conferred upon the Series C Bond Owners by this Article VII may be enforced and exercised from time to time and as often as shall be deemed expedient by the Owners of the Series C Bonds.

If a suit, action or proceeding to enforce any right or exercise any remedy be abandoned or determined adversely to the Series C Bond Owners, the District and the Series C Bond Owners shall be restored to their former positions, rights and remedies as if such suit, action or proceeding had not been brought or taken.

ARTICLE VIII

AMENDMENT OF THIS RESOLUTION

SECTION 8.01. *Amendments Effective Without Consent of the Owners.* The Board may amend this Resolution from time to time, without the consent of the Owners of the Series C Bonds, for any one or more of the following purposes:

- (a) To add to the covenants and agreements of the District in this Resolution, other covenants and agreements to be observed by the District which are not contrary to or inconsistent with this Resolution as theretofore in effect;
- (b) To confirm, as further assurance, any pledge under, and to subject to any lien or pledge created or to be created by, this Resolution, of any moneys, securities or funds, or to establish any additional funds or accounts to be held under this Resolution;
- (c) To cure any ambiguity, supply any omission, or cure or correct any defect or inconsistent provision in this Resolution, in a manner which does not materially adversely affect the interests of the Series C Bond Owners in the opinion of Bond Counsel filed with the District; or
- (d) To make such additions, deletions or modifications as may be necessary or desirable to assure exemption from federal income taxation of interest on the Series C Bonds.

SECTION 8.02. *Amendments Effective With Consent of the Owners.* The Board may amend this Resolution from time to time for any purpose not set forth in Section 8.01, with the written consent of the Owners of a majority in aggregate principal amount of the Series C Bonds Outstanding at the time such consent is given. Without the consent of all the Owners of such Series C Bonds, no such modification or amendment shall permit (a) a change in the terms of maturity of the principal of any Outstanding Series C Bonds or of any interest payable thereon or a reduction in the principal amount thereof or in the rate of interest thereon, (b) a reduction of the percentage of Series C Bonds the consent of the Owners of which is required to effect any such modification or amendment, (c) a change in any of the provisions in Section 7.01 or (d) a reduction in the amount of moneys pledged for the repayment of the Series C Bonds, and no right or obligation of any Paying Agent may be changed or modified without its written consent.

ARTICLE IX

MISCELLANEOUS

SECTION 9.01. *Benefits of Resolution Limited to Parties.* Nothing in this Resolution, expressed or implied, gives any person other than the District, the County, the Paying Agent and the Owners of the Series C Bonds, any right, remedy, claim under or by reason of this Resolution. The covenants, stipulations, promises or agreements in this Resolution are for the sole and exclusive benefit of the Owners of the Series C Bonds.

SECTION 9.02. *Defeasance of Series C Bonds.*

(a) Discharge of Resolution. Any or all of the Series C Bonds may be paid by the District in any of the following ways, provided that the District also pays or causes to be paid any other sums payable hereunder by the District:

- (i) by paying or causing to be paid the principal or redemption price of and interest on such Series C Bonds, as and when the same become due and payable;
- (ii) by irrevocably depositing, in trust, at or before maturity, money or securities in the necessary amount (as provided in Section 9.02(c) hereof) with the Paying Agent or other escrow agent to pay or redeem such Series C Bonds; or
- (iii) by delivering such Series C Bonds to the Paying Agent for cancellation by it.

If the District pays all Outstanding Series C Bonds and also pays or causes to be paid all other sums payable hereunder by the District, then and in that case, at the election of the District (evidenced by a certificate of a District Representative filed with the Paying Agent, signifying the intention of the District to discharge all such indebtedness and this Resolution), and notwithstanding that any Series C Bonds have not been surrendered for payment, this Resolution and other assets made under this Resolution and all covenants, agreements and other obligations of the District under this Resolution shall cease, terminate, become void and be completely discharged and satisfied, except only as provided in Section 9.02(b). In such event, upon request of the District, the Paying Agent shall cause an accounting for such period or periods as may be requested by the District to be prepared and filed with the District and shall execute and deliver to the District all such instruments as may be necessary to evidence such discharge and satisfaction, and the Paying Agent shall pay over, transfer, assign or deliver to the District all moneys or securities or other property held by it under this Resolution which are not required for the payment or redemption of Series C Bonds not theretofore surrendered for such payment or redemption.

(b) Discharge of Liability on Series C Bonds. Upon the deposit, in trust, at or before maturity, of money or securities in the necessary amount (as provided in Section 9.02(c) hereof) to pay or redeem any Outstanding Series C Bond (whether upon or prior to its maturity or the redemption date of such Series C Bond), provided that, if such Series C Bond is to be redeemed prior to maturity, notice of such redemption has been given as provided in Section 2.03 or provision satisfactory to the Paying Agent has been made for the giving of such notice, then all liability of the District in respect of such Series C Bond shall cease and be completely discharged, except only that thereafter the Owner thereof shall be entitled only to payment of the principal of and interest on such Series C Bond by the District, and the District shall remain liable for such payment, but only out of such money or securities deposited with the Paying Agent as aforesaid for such payment, provided further, however, that the provisions of Section 9.02(d) shall apply in all events.

The District may at any time surrender to the Paying Agent for cancellation by it any Series C Bonds previously issued and delivered, which the District may have acquired in any manner whatsoever, and such Series C Bonds, upon such surrender and cancellation, shall be deemed to be paid and retired.

(c) Deposit of Money or Securities with Agent. Whenever in this Resolution it is provided or permitted that there be deposited with or held in trust by the Paying Agent or other agent money or securities in the necessary amount to pay or redeem any Series C Bonds, the money or securities so to be deposited or held may include money or securities held by the Paying Agent in the funds and accounts established under this Resolution and shall be:

- (i) lawful money of the United States of America in an amount equal to the principal amount of such Series C Bonds and all unpaid interest thereon to maturity, except that, in the case of Series C Bonds which are to be redeemed prior to maturity and in respect of which notice of such redemption has been given as provided in Section 2.03 or provision satisfactory to the Paying Agent has been made for the giving of such notice, the amount to be deposited or held shall be the principal amount or redemption price of such Series C Bonds and all unpaid interest thereon to the redemption date; or
- (ii) Federal Securities (not callable by the issuer thereof prior to maturity) the principal of and interest on which when due, in the opinion of a certified public accountant delivered to the District, will provide money sufficient to pay the principal or redemption price of and all unpaid interest to maturity, or to the redemption date, as the case may be, on the Series C Bonds to be paid or redeemed, as such principal or redemption price and interest become due, provided that, in the case of Series C Bonds which are to be redeemed prior to the maturity thereof, notice of such redemption has been given as provided in Section 2.03 or provision satisfactory to the Paying Agent has been made for the giving of such notice.

(d) Payment of Series C Bonds After Discharge of Resolution. Notwithstanding any provisions of this Resolution, any moneys held by the Paying Agent or other escrow agent in trust for the payment of the principal or redemption price of, or interest on, any Series C Bonds and remaining unclaimed for two years after the principal of all of the Series C Bonds has become due and payable (whether at maturity or upon call for redemption or by acceleration as provided in this Resolution), if such moneys were so held at such date, or two years after the date of deposit of such moneys if deposited after said date when all of the Series C Bonds became due and payable, shall, upon request of the District, be repaid to the District free from the trusts created by this Resolution, and all liability of the Paying Agent with respect to such moneys shall thereupon cease; *provided, however,* that before the repayment of such moneys to the District as aforesaid, the Paying Agent may (at the cost of the District) first mail to the Owners of all Series C Bonds which have not been paid at the addresses shown on the Registration Books a notice in such form as may be deemed appropriate by the Paying Agent, with respect to the Series C Bonds so payable and not presented and with respect to the provisions relating to the repayment to the District of the moneys held for the payment thereof. Thereafter, the District shall remain liable to the Owners for payment of any amounts due on the Series C Bonds, which amounts shall be deemed to be paid by the District from moneys remitted to it by the Paying Agent under this subsection (d).

SECTION 9.03. *Application of Provisions to Capital Appreciation Bonds.* Whenever in this Resolution reference is made to the payment of the principal of and interest on the Series C Bonds, such reference includes payment of the Accreted Value and Maturity Value of the Capital Appreciation Bonds, unless otherwise required by the context or by the express provisions of such reference. Whenever in this Resolution any reference is made to the rights of the Owners of the Series C Bonds as measured by the principal amount of such Series C Bonds, the principal

amount of the Capital Appreciation Bonds shall be deemed to be the Accreted Value thereof as of the date of exercise of such rights. Notwithstanding the foregoing, for purposes of any statutory or constitutional limitation on the principal amount of bonds which may be issued and outstanding by the District at any time, the principal amount of the Capital Appreciation Bonds shall be deemed to be the Denominational Amount thereof.

SECTION 9.04. *Execution of Documents and Proof of Ownership by Series C Bond Owners.* Any request, declaration or other instrument which this Resolution may require or permit to be executed by Series C Bond Owners may be in one or more instruments of similar tenor, and shall be executed by Series C Bond Owners in person or by their attorneys appointed in writing.

Except as otherwise herein expressly provided, the fact and date of the execution by any Series C Bond Owner or his attorney of such request, declaration or other instrument, or of such writing appointing such attorney, may be proved by the certificate of any notary public or other officer authorized to take acknowledgments of deeds to be recorded in the state in which he purports to act, that the person signing such request, declaration or other instrument or writing acknowledged to him the execution thereof, or by an affidavit of a witness of such execution, duly sworn to before such notary public or other officer.

Except as otherwise herein expressly provided, the ownership of registered Series C Bonds and the amount, maturity, number and date of holding the same shall be proved by the Registration Books.

Any request, declaration or other instrument or writing of the Owner of any Series C Bond shall bind all future Owners of such Series C Bond in respect of anything done or suffered to be done by the District or the Paying Agent in good faith and in accordance therewith.

SECTION 9.05. *Waiver of Personal Liability.* No Board member, officer, agent or employee of the District shall be individually or personally liable for the payment of the principal of or interest on the Series C Bonds; but nothing herein contained shall relieve any such Board member, officer, agent or employee from the performance of any official duty provided by law.

SECTION 9.06. *Limited Duties of County; Indemnification.* The County (including its officers, agents and employees) shall undertake only those duties of the County under this Resolution which are specifically set forth in this Resolution and in applicable provisions of the Bond Law and the Education Code, and even during the continuance of an event of default with respect to the Series C Bonds, no implied covenants or obligations shall be read into this Resolution against the County (including its officers, agents and employees).

The District further agrees to indemnify, defend and save the County (including its officers, agents and employees) harmless against any and all liabilities, costs, expenses, damages and claims which it may incur in the exercise and performance of its powers and duties hereunder which are not due to its negligence or bad faith.

SECTION 9.07. *Destruction of Canceled Series C Bonds.* Whenever in this Resolution provision is made for the surrender to the District of any Series C Bonds which have been paid or canceled under the provisions of this Resolution, a certificate of destruction duly executed by the Paying Agent shall be deemed to be the equivalent of the surrender of such canceled Series C Bonds and the District shall be entitled to rely upon any statement of fact contained in any certificate with respect to the destruction of any such Series C Bonds therein referred to.

SECTION 9.08. *Partial Invalidity.* If any section, paragraph, sentence, clause or phrase of this Resolution shall for any reason be held illegal or unenforceable, such holding shall not affect the validity of the remaining portions of this Resolution. The District hereby declares that it would have adopted this Resolution and each and every other section, paragraph, sentence, clause or phrase hereof and authorized the issue of the Series C Bonds pursuant thereto irrespective of the fact that any one or more sections, paragraphs, sentences, clauses, or phrases of this Resolution may be held illegal, invalid or unenforceable. If, by reason of the judgment of any court, the District is rendered unable to perform its duties hereunder, all such duties and all of the rights and powers of the District hereunder shall be assumed by and vest in the chief financial officer of the District in trust for the benefit of the Series C Bond Owners.

SECTION 9.09. *Effective Date of Resolution.* This Resolution shall take effect from and after the date of its passage and adoption.

* * * * *

PASSED AND ADOPTED on November 4, 2020, by the following vote:

AYES:

NOES:

ABSENT:

By: _____
President of the Board of Trustees
Oxnard School District,
Ventura County, California

ATTEST:

By: _____
Clerk of the Board of Trustees
Oxnard School District,
Ventura County, California

APPENDIX A-1

FORM OF SERIES C CURRENT INTEREST BOND

*[EXAMPLE ONLY; NOT FOR COMPLETION OR EXECUTION
AT TIME OF RESOLUTION CONSIDERATION]*

REGISTERED BOND NO. _____

\$_____

OXNARD SCHOOL DISTRICT
(Ventura County, California)
GENERAL OBLIGATION BOND
ELECTION OF 2016, SERIES C

**INTEREST RATE
PER ANNUM:**

MATURITY DATE:

DATED DATE:

CUSIP:

REGISTERED OWNER:

PRINCIPAL AMOUNT: *** _____ **DOLLARS*****

The Oxnard School District (the "District"), located in the County of Ventura (the "County"), for value received, hereby promises to pay to the Registered Owner named above, or registered assigns, the principal amount on the Maturity Date, each as stated above, and interest thereon, calculated on a 30/360 day basis, until the principal amount is paid or provided for, at the Interest Rate stated above, such interest to be paid on February 1 and August 1 of each year, commencing _____ 1, 2021 (the "Interest Payment Dates"). This Bond will bear interest from the Interest Payment Date next preceding the date of authentication hereof, unless (a) it is authenticated as of a business day following the 15th day of the month immediately preceding any Interest Payment Date and on or before such Interest Payment Date, in which event it shall bear interest from such Interest Payment Date, or (b) it is authenticated on or before _____ 15, 2021, in which event it shall bear interest from the Dated Date referred to above. Principal hereof is payable at the corporate trust office of the paying agent for the Bonds (the "Paying Agent"), initially being U.S. Bank National Association, Los Angeles, California. Interest hereon (including the final interest payment upon maturity) is payable by check or draft of the Paying Agent mailed by first-class mail to the Owner at the Owner's address as it appears on the registration books maintained by the Paying Agent as of the close of business on the 15th day of the month next preceding such Interest Payment Date (the "Record Date"), or at such other address as the Owner may have filed with the Paying Agent for that purpose.

This Bond is one of a duly authorized issue of Bonds of the District designated as "Oxnard School District (Ventura County, California) General Obligation Bonds, Election of 2016, Series C" (the "Bonds"), in an aggregate principal amount of \$_____.

all of like tenor and date (except for such variation, if any, as may be required to designate varying numbers, maturities, interest rates or redemption and other provisions) and all issued under the provisions of Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code (the "Bond Law"), and under a Resolution of the Governing Board of the District adopted on November 4, 2020 (the "Resolution"), authorizing the issuance of the Bonds. The issuance of the Bonds has been authorized by the requisite fifty-five percent vote of the electors of the District cast at a special bond election held on November 8, 2016, upon the question of issuing bonds in the amount of \$142,500,000. This Bond is secured by a statutory lien on all revenues received pursuant to the levy and collection of the *ad valorem* tax, which attaches automatically without further action or authorization by the District and is valid and binding from the time this Bond is executed and delivered.

The Bonds are being issued in the form of Current Interest Bonds in the aggregate principal amount of \$_____ and as Capital Appreciation Bonds (of which this Bond is one) in the aggregate denominational amount of \$_____, all subject to the terms and conditions of the Resolution. All capitalized terms herein and not otherwise defined have the meaning given them in the Resolution. Reference is hereby made to the Resolution (copies of which are on file at the office of the Paying Agent) and the Bond Law for a description of the terms on which the Bonds are issued and the rights thereunder of the owners of the Bonds and the rights, duties and immunities of the Paying Agent and the rights and obligations of the District thereunder, to all of the provisions of which Resolution the Owner of this Bond, by acceptance hereof, assents and agrees.

The principal of and interest on this Bond does not constitute a debt of the County, the State of California, or any of its political subdivisions other than the District, or any of the officers, agents and employees thereof, and neither the County, the State of California, any of its political subdivisions, nor any of the officers, agents and employees thereof shall be liable hereon. In no event shall the principal of and interest on this Bond be payable out of any funds or properties of the District other than *ad valorem* taxes levied upon all taxable property in the District.

The Bonds of this issue are issuable only as fully registered Bonds in the denominations of \$5,000 principal amount (or in the case of Capital Appreciation Bonds, \$5,000 maturity value) or any integral multiple thereof. This Bond is exchangeable and transferable for Bonds of other authorized denominations at the principal corporate trust office of the Paying Agent, by the Registered Owner or by a person legally empowered to do so, upon presentation and surrender hereof to the Paying Agent, together with a request for exchange or an assignment signed by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. Any tax or governmental charges shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute owner of this Bond for the purpose of receiving payment of or on account of principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary.

The Bonds maturing on or before August 1, 20__ are not subject to redemption prior to their respective stated maturities. The Bonds maturing on or after August 1, 20__ are subject to redemption prior to maturity as a whole, or in part among maturities on such basis as shall be designated by the District and by lot within a maturity, at the option of

the District, from any available source of funds, on August 1, 20__ and on any date thereafter, at a redemption price equal to 100% of the principal amount of Bonds to be redeemed, together with interest thereon to the date fixed for redemption, without premium.

[If applicable:] The Bonds maturing on August 1, 20__ (the "Term Bonds") are also subject to mandatory sinking fund redemption on or before August 1 in the years, and in the amounts, as set forth in the following table, at a redemption price equal to 100% of the principal amount thereof to be redeemed (without premium), together with interest accrued thereon to the date fixed for redemption; *provided, however*, that if some but not all of the Term Bonds have been redeemed under the preceding paragraph, the aggregate principal amount of Term Bonds to be redeemed under this paragraph shall be reduced on a pro rata basis in integral multiples of \$5,000, or on such other basis as designated pursuant to written notice filed by the District with the Paying Agent.

| Sinking Fund Redemption Date (August 1) | Principal Amount To Be <u>Redeemed</u> |
|---|--|
|---|--|

The Paying Agent shall give notice of the redemption of the Bonds at the expense of the District. Such notice shall specify: (a) that the Bonds or a designated portion thereof are to be redeemed, (b) the numbers and CUSIP numbers of the Bonds to be redeemed, (c) the date of notice and the date of redemption, (d) the place or places where the redemption will be made, and (e) descriptive information regarding the Bonds including the dated date, interest rate and stated maturity date. Such notice shall further state that on the specified date there shall become due and payable upon each Bond to be redeemed, the portion of the principal amount of such Bond to be redeemed, together with interest accrued to said date, and that from and after such date interest with respect thereto shall cease to accrue and be payable. Such notice may be conditional and subject to rescission as described in the Resolution.

Notice of redemption shall be by registered or otherwise secured mail or delivery service, postage prepaid, to the registered owner of the Bonds, to a municipal registered securities depository and to a national information service that disseminates securities redemption notices and, by first class mail, postage prepaid, to the District and the respective Owners of any Bonds designated for redemption at their addresses appearing on the Bond registration books, in every case at least 20 days, but not more than 60 days, prior to the redemption date; provided that neither failure to receive such notice nor any defect in any notice so mailed shall affect the sufficiency of the proceedings for the redemption of such Bonds.

Neither the District nor the Paying Agent will be required: (a) to issue or transfer any Bond during a period beginning with the opening of business on the 15th calendar day next preceding either any Interest Payment Date or any date of selection of any Bond to be redeemed and ending with the close of business on the Interest Payment Date or a day on which the applicable notice of redemption is given, or (b) to transfer any Bond which has been selected or called for redemption in whole or in part.

Reference is made to the Bond Resolution for a more complete description of the provisions, among others, with respect to the nature and extent of the security for the Bonds of this series, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the Bonds are issued and secured. The owner of this Bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified, recited and declared that all acts and conditions required by the Constitution and laws of the State of California to exist, to be performed or to have been met precedent to and in the issuing of the Bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that payment in full for the Bonds has been received; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the Bonds; and that due provision has been made for levying and collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay principal and interest when due.

Unless this Bond is presented by an authorized representative of The Depository Trust Company, a New York corporation ("DTC"), to the Paying Agent for registration of transfer, exchange, or payment, and any Bond issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest in this Bond.

This Bond shall be not be valid or obligatory for any purpose and is not entitled to any security or benefit under the Bond Resolution (described on the reverse hereof) until the Certificate of Authentication below has been manually signed by the Paying Agent.

IN WITNESS WHEREOF, the Oxnard School District has caused this Bond to be executed by the facsimile signature of its President and attested by the facsimile signature of the Clerk of its Governing Board, all as of the date stated above.

OXNARD SCHOOL DISTRICT

By _____
President

Attest:

Clerk of the Board

FORM OF CERTIFICATE OF AUTHENTICATION

This is one of the Bonds described in the within-mentioned Resolution.

Authentication Date: _____

**U.S. BANK NATIONAL ASSOCIATION, as
Paying Agent**

By: _____
Authorized Signatory

FORM OF ASSIGNMENT

For value received, the undersigned do(es) hereby sell, assign and transfer unto

(Name, Address and Tax Identification or Social Security Number of Assignee)

the within Bond and do(es) hereby irrevocably constitute and appoint _____
_____, attorney, to transfer the same on the registration books of the Bond
Registrar, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

Note: Signature(s) must be guaranteed by a an
eligible guarantor institution.

Note: The signature(s) on this Assignment must
correspond with the name(s) as written on the face
of the within Bond in every particular without
alteration or enlargement or any change whatsoever.

APPENDIX A-2

FORM OF SERIES C CAPITAL APPRECIATION BOND

*[EXAMPLE ONLY; NOT FOR COMPLETION OR EXECUTION
AT TIME OF RESOLUTION CONSIDERATION]*

CAB BOND NO. _____

\$_____
(Maturity Value)

**UNITED STATES OF AMERICA
STATE OF CALIFORNIA
VENTURA COUNTY**

OXNARD SCHOOL DISTRICT
(Ventura County, California)
GENERAL OBLIGATION BOND
ELECTION OF 2016, SERIES C

ACCRETION RATE: MATURITY DATE: DATED DATE: CUSIP:

REGISTERED OWNER:

DENOMINATIONAL AMOUNT: * _____ DOLLARS*****

MATURITY VALUE: * _____ DOLLARS*****

The OXNARD SCHOOL DISTRICT, a school district duly organized and existing under and by virtue of the Constitution and laws of the State of California (the "District"), for value received, hereby promises to pay to the Registered Owner stated above, or registered assigns, the Maturity Value stated above on the Maturity Date stated above. The Accreted Value (as such term is defined in the within-mentioned Resolution) of this Bond as of any date will be determined in accordance with the Table of Accreted Values set forth hereon, representing the principal amount per \$5,000 of Maturity Value together with interest thereon from the Dated Date stated above, compounded semiannually on February 1 and August 1 of each year, commencing _____, 2021 (each, a "Compounding Date"), on the basis of a 360-day year comprised of twelve 30-day months, at a rate equal to the Accretion Rate per annum set forth above. The Accreted Value hereof is payable upon presentation and surrender of this Bond at the corporate trust office of the paying agent for the Bonds (the "Paying Agent"), initially being U.S. Bank National Association, in Los Angeles, California. The Accreted Value hereof is payable in lawful money of the United States of America to the person in whose name this Bond is registered (the "Registered Owner") on the Bond registration books maintained by the Paying Agent.

This Bond is one of a duly authorized issue of Bonds of the District designated as "Oxnard School District (Ventura County, California) General Obligation Bonds, Election of 2016, Series C" (the "Bonds"), in an aggregate principal amount of \$ _____,

all of like tenor and date (except for such variation, if any, as may be required to designate varying numbers, maturities, interest rates or redemption and other provisions) and all issued under the provisions of Article 4.5 of Chapter 3 of Part 1 of Division 2 of Title 5 of the California Government Code (the "Bond Law"), and under a Resolution of the Governing Board of the District adopted on November 4, 2020 (the "Resolution"), authorizing the issuance of the Bonds. The issuance of the Bonds has been authorized by the requisite two-thirds vote of the electors of the District cast at a special bond election held on November 8, 2016, upon the question of issuing bonds in the amount of \$142,500,000. This Bond is secured by a statutory lien on all revenues received pursuant to the levy and collection of the *ad valorem* tax, which attaches automatically without further action or authorization by the District and is valid and binding from the time this Bond is executed and delivered.

The Bonds are being issued in the form of Current Interest Bonds in the aggregate principal amount of \$_____ and as Capital Appreciation Bonds (of which this Bond is one) in the aggregate denominational amount of \$_____, all subject to the terms and conditions of the Resolution. All capitalized terms herein and not otherwise defined have the meaning given them in the Resolution. Reference is hereby made to the Resolution (copies of which are on file at the office of the Paying Agent) and the Bond Law for a description of the terms on which the Bonds are issued and the rights thereunder of the owners of the Bonds and the rights, duties and immunities of the Paying Agent and the rights and obligations of the District thereunder, to all of the provisions of which Resolution the Owner of this Bond, by acceptance hereof, assents and agrees.

The principal of and interest on this Bond does not constitute a debt of the County, the State of California, or any of its political subdivisions other than the District, or any of the officers, agents and employees thereof, and neither the County, the State of California, any of its political subdivisions, nor any of the officers, agents and employees thereof shall be liable hereon. In no event shall the principal of and interest on this Bond be payable out of any funds or properties of the District other than *ad valorem* taxes levied upon all taxable property in the District.

The Bonds of this issue are issuable only as fully registered Bonds in the denominations of \$5,000 principal amount (or in the case of Capital Appreciation Bonds, \$5,000 maturity value) or any integral multiple thereof. This Bond is exchangeable and transferable for Bonds of other authorized denominations at the principal corporate trust office of the Paying Agent, by the Registered Owner or by a person legally empowered to do so, upon presentation and surrender hereof to the Paying Agent, together with a request for exchange or an assignment signed by the Registered Owner or by a person legally empowered to do so, in a form satisfactory to the Paying Agent, all subject to the terms, limitations and conditions provided in the Bond Resolution. Any tax or governmental charges shall be paid by the transferor. The District and the Paying Agent may deem and treat the Registered Owner as the absolute owner of this Bond for the purpose of receiving payment of or on account of principal or interest and for all other purposes, and neither the District nor the Paying Agent shall be affected by any notice to the contrary.

The Bonds maturing on or before August 1, 20__ are not subject to redemption prior to their respective stated maturities. The Bonds maturing on or after August 1, 20__ are subject to redemption prior to maturity as a whole, or in part among maturities on such basis as shall be designated by the District and by lot within a maturity, at the option of

the District, from any available source of funds, on August 1, 20__ and on any date thereafter, at a redemption price equal to 100% of the principal amount of Bonds to be redeemed, together with interest thereon to the date fixed for redemption, without premium.

[If applicable:] The Bonds maturing on August 1, 20__ (the "Term Bonds") are also subject to mandatory sinking fund redemption on or before August 1 in the years, and in the amounts, as set forth in the following table, at a redemption price equal to 100% of the principal amount thereof to be redeemed (without premium), together with interest accrued thereon to the date fixed for redemption; *provided, however*, that if some but not all of the Term Bonds have been redeemed under the preceding paragraph, the aggregate principal amount of Term Bonds to be redeemed under this paragraph shall be reduced on a pro rata basis in integral multiples of \$5,000, or on such other basis as designated pursuant to written notice filed by the District with the Paying Agent.

| Sinking Fund Redemption Date (August 1) | Principal Amount To Be <u>Redeemed</u> |
|---|--|
|---|--|

The Paying Agent shall give notice of the redemption of the Bonds at the expense of the District. Such notice shall specify: (a) that the Bonds or a designated portion thereof are to be redeemed, (b) the numbers and CUSIP numbers of the Bonds to be redeemed, (c) the date of notice and the date of redemption, (d) the place or places where the redemption will be made, and (e) descriptive information regarding the Bonds including the dated date, interest rate and stated maturity date. Such notice shall further state that on the specified date there shall become due and payable upon each Bond to be redeemed, the portion of the principal amount of such Bond to be redeemed, together with interest accrued to said date, and that from and after such date interest with respect thereto shall cease to accrue and be payable. Such notice may be conditional and subject to rescission as described in the Resolution.

Notice of redemption shall be by registered or otherwise secured mail or delivery service, postage prepaid, to the registered owner of the Bonds, to a municipal registered securities depository and to a national information service that disseminates securities redemption notices and, by first class mail, postage prepaid, to the District and the respective Owners of any Bonds designated for redemption at their addresses appearing on the Bond registration books, in every case at least 30 days, but not more than 60 days, prior to the redemption date; provided that neither failure to receive such notice nor any defect in any notice so mailed shall affect the sufficiency of the proceedings for the redemption of such Bonds.

Neither the District nor the Paying Agent will be required: (a) to issue or transfer any Bond during a period beginning with the opening of business on the 15th calendar day next preceding either any Interest Payment Date or any date of selection of any Bond to be redeemed and ending with the close of business on the Interest Payment Date or a day on which the applicable notice of redemption is given, or (b) to transfer any Bond which has been selected or called for redemption in whole or in part.

Reference is made to the Bond Resolution for a more complete description of the provisions, among others, with respect to the nature and extent of the security for the Bonds of this series, the rights, duties and obligations of the District, the Paying Agent and the Registered Owners, and the terms and conditions upon which the Bonds are issued and secured. The owner of this Bond assents, by acceptance hereof, to all of the provisions of the Bond Resolution.

It is certified, recited and declared that all acts and conditions required by the Constitution and laws of the State of California to exist, to be performed or to have been met precedent to and in the issuing of the Bonds in order to make them legal, valid and binding general obligations of the District, have been performed and have been met in regular and due form as required by law; that payment in full for the Bonds has been received; that no statutory or constitutional limitation on indebtedness or taxation has been exceeded in issuing the Bonds; and that due provision has been made for levying and collecting *ad valorem* property taxes on all of the taxable property within the District in an amount sufficient to pay principal and interest when due, and for levying and collecting such taxes the full faith and credit of the District are hereby pledged.

This Bond shall be not be valid or obligatory for any purpose and is not entitled to any security or benefit under the Bond Resolution (described on the reverse hereof) until the Certificate of Authentication below has been manually signed by the Paying Agent.

Unless this Bond is presented by an authorized representative of The Depository Trust Company, a New York corporation ("DTC"), to the Paying Agent for registration of transfer, exchange, or payment, and any Bond issued is registered in the name of Cede & Co. or in such other name as is requested by an authorized representative of DTC (and any payment is made to Cede & Co. or to such other entity as is requested by an authorized representative of DTC), ANY TRANSFER, PLEDGE, OR OTHER USE HEREOF FOR VALUE OR OTHERWISE BY OR TO ANY PERSON IS WRONGFUL inasmuch as the registered owner hereof, Cede & Co., has an interest in this Bond.

IN WITNESS WHEREOF, the Oxnard School District has caused this Bond to be executed by the manual or facsimile signature of its President and attested by the manual or facsimile signature of the Secretary of its Governing Board, all as of the date stated above.

OXNARD SCHOOL DISTRICT

By _____
President

Attest:

Secretary of the Board

FORM OF CERTIFICATE OF AUTHENTICATION

This is one of the Bonds described in the within-mentioned Resolution.

Authentication Date:

**U.S. BANK NATIONAL ASSOCIATION, as
Paying Agent**

By: _____
Authorized Signatory

FORM OF ASSIGNMENT

For value received, the undersigned do(es) hereby sell, assign and transfer unto

(Name, Address and Tax Identification or Social Security Number of Assignee)

the within Bond and do(es) hereby irrevocably constitute and appoint _____
_____, attorney, to transfer the same on the registration books of the Bond
Registrar, with full power of substitution in the premises.

Dated: _____

Signature Guaranteed:

Note: Signature(s) must be guaranteed by an
eligible guarantor institution.

Note: The signature(s) on this Assignment must
correspond with the name(s) as written on the face
of the within Bond in every particular without
alteration or enlargement or any change whatsoever.

APPENDIX B

DISCLOSURE REQUIRED BY EDUCATION CODE SECTION 15146(b)(1)(E)

1. Analysis of total overall cost of Capital Appreciation Bonds (CABs) (see attached)
2. Comparison to overall cost of Current Interest Bonds (CIBs) (see attached)
3. Reasons that a combination of current interest bonds and capital appreciation bonds are being recommended: Capital appreciation bonds (CABs) have been included in the bond structure because if CABS were not included and only CIBs were issued, the tax rate required to support 2016 Election Bonds (Series A, Series B and Series C) is projected to exceed the legal maximum of \$30 per \$100,000 of assessed valuation. Issuing some maturities of the Series C Bonds as CABs is essential to this financing in order to obtain the needed amounts for projects and to stay within tax rate limitations. Without the issuance of some maturities of the Series C Bonds as CABs, the issuance could not legally proceed and the District would not be able to obtain the amount needed for Phase 3 projects of 2016 election voter-approved projects.
4. AV Growth Assumption used in connection with issuance of Series C Bonds: 4.00% annually commencing FY 2021-22.
5. Copy of Rule G-17 Letter (see attached)

APPENDIX C

REQUIRED DISCLOSURES PURSUANT TO GOVERNMENT CODE SECTION 5852.1

1. TIC: True Interest Cost of the Bonds (Estimated): 2.815%
2. Financing Costs: Finance charge of the Bonds, being the sum of all fees and charges paid to third parties (Costs of Issuance of approximately \$170,000, plus estimated underwriter's compensation of approximately \$38,490, plus the premium for bond insurance of approximately \$29,374 if obtaining insurance results in interest cost savings) (Estimated total): \$237,864
3. Net Proceeds to Building Fund for Projects: Proceeds of the Bonds expected to be received by District for deposit to the Building Fund, net of proceeds for Costs of Issuance in (2) above to paid from the principal amount of the Bonds , and net of capitalized interest (if any) and reserves (if any) charged to the principal amount of the Bonds (Estimated): \$9,827,421
4. Bond Repayment Amount: Total Payment Amount for the Bonds, being the sum of (a) debt service to be paid on the bonds to final maturity, plus (b) any financing costs not paid from proceeds of the Bonds (Estimated): \$16,318,914 (1.63:1)

**Information based on estimates made in good faith by the District's Financial Advisor. Estimates assume par amount of \$9,997,421 and include certain assumptions regarding tax-exempt rates available in the bond market at the time of pricing the bonds.*

**Oxnard School District
Election of 2016 Series C General Obligation Bonds
AB 182 Information**

| Date | Option 1 - CABs & CIBs | | | Option 2 - CIBs ¹ | | | Total Debt Service ² | Total Debt | All CIBs vs CABs | Option 1 | Option 2 |
|--------------|------------------------|--------------------|--------------------|------------------------------|---------------------|----------------------|---------------------------------|--------------------|------------------|----------------|-----------------------|
| | Principal | Current Interest | Compound Interest | Principal | Current Interest | Service ² | | | | Tax Rate | Tax Rate ¹ |
| 8/1/21 | \$0 | \$0 | \$0 | \$315,000 | \$0 | \$0 | \$0 | \$65,000 | \$65,000 | \$28.22 | \$28.66 |
| 8/1/22 | \$0 | \$0 | \$0 | \$20,000 | \$0 | \$0 | \$0 | \$20,000 | \$20,000 | \$29.44 | \$29.57 |
| 8/1/23 | \$260,715 | \$2,933 | \$4,285 | \$60,000 | \$27,406 | \$267,933 | \$87,406 | \$180,527 | -\$180,527 | \$29.49 | \$28.35 |
| 8/1/24 | \$257,914 | \$83,000 | \$7,086 | \$0 | \$384,200 | \$348,000 | \$384,200 | \$36,200 | \$36,200 | \$29.98 | \$30.20 |
| 8/1/25 | \$287,820 | \$83,000 | \$12,180 | \$0 | \$384,200 | \$383,000 | \$384,200 | \$1,200 | \$1,200 | \$29.97 | \$29.98 |
| 8/1/26 | \$333,789 | \$83,000 | \$21,211 | \$0 | \$384,200 | \$438,000 | \$384,200 | -\$53,800 | -\$53,800 | \$29.98 | \$29.68 |
| 8/1/27 | \$321,241 | \$83,000 | \$28,760 | \$0 | \$384,200 | \$433,000 | \$384,200 | -\$48,800 | -\$48,800 | \$29.98 | \$29.72 |
| 8/1/28 | \$307,881 | \$83,000 | \$37,119 | \$0 | \$384,200 | \$428,000 | \$384,200 | -\$43,800 | -\$43,800 | \$29.99 | \$29.76 |
| 8/1/29 | \$276,803 | \$83,000 | \$43,197 | \$0 | \$384,200 | \$403,000 | \$384,200 | -\$18,800 | -\$18,800 | \$29.99 | \$29.89 |
| 8/1/30 | \$321,902 | \$83,000 | \$63,098 | \$0 | \$384,200 | \$468,000 | \$384,200 | -\$83,800 | -\$83,800 | \$29.99 | \$29.59 |
| 8/1/31 | \$310,048 | \$83,000 | \$74,952 | \$0 | \$384,200 | \$468,000 | \$384,200 | -\$83,800 | -\$83,800 | \$29.99 | \$29.60 |
| 8/1/32 | \$285,980 | \$83,000 | \$84,020 | \$0 | \$384,200 | \$453,000 | \$384,200 | -\$68,800 | -\$68,800 | \$29.99 | \$29.69 |
| 8/1/33 | \$267,786 | \$83,000 | \$92,214 | \$0 | \$384,200 | \$443,000 | \$384,200 | -\$58,800 | -\$58,800 | \$30.00 | \$29.75 |
| 8/1/34 | \$254,521 | \$83,000 | \$100,479 | \$0 | \$384,200 | \$438,000 | \$384,200 | -\$53,800 | -\$53,800 | \$29.99 | \$29.77 |
| 8/1/35 | \$265,527 | \$83,000 | \$119,473 | \$0 | \$384,200 | \$468,000 | \$384,200 | -\$83,800 | -\$83,800 | \$30.00 | \$29.67 |
| 8/1/36 | \$257,307 | \$83,000 | \$127,693 | \$0 | \$384,200 | \$468,000 | \$384,200 | -\$83,800 | -\$83,800 | \$29.98 | \$29.67 |
| 8/1/37 | \$232,967 | \$83,000 | \$127,033 | \$0 | \$384,200 | \$443,000 | \$384,200 | -\$58,800 | -\$58,800 | \$29.98 | \$29.77 |
| 8/1/38 | \$209,744 | \$83,000 | \$125,257 | \$0 | \$384,200 | \$418,000 | \$384,200 | -\$33,800 | -\$33,800 | \$29.98 | \$29.87 |
| 8/1/39 | \$202,772 | \$83,000 | \$132,228 | \$0 | \$384,200 | \$418,000 | \$384,200 | -\$33,800 | -\$33,800 | \$29.98 | \$29.87 |
| 8/1/40 | \$190,028 | \$83,000 | \$134,973 | \$0 | \$384,200 | \$408,000 | \$384,200 | -\$23,800 | -\$23,800 | \$29.99 | \$29.91 |
| 8/1/41 | \$178,142 | \$83,000 | \$136,858 | \$0 | \$384,200 | \$398,000 | \$384,200 | -\$13,800 | -\$13,800 | \$29.99 | \$29.95 |
| 8/1/42 | \$702,458 | \$83,000 | \$582,542 | \$0 | \$384,200 | \$1,368,000 | \$384,200 | -\$983,800 | -\$983,800 | \$29.99 | \$27.04 |
| 8/1/43 | \$718,216 | \$83,000 | \$641,784 | \$0 | \$384,200 | \$1,443,000 | \$384,200 | -\$1,058,800 | -\$1,058,800 | \$30.00 | \$26.95 |
| 8/1/44 | \$731,678 | \$83,000 | \$703,322 | \$5,000 | \$384,200 | \$1,518,000 | \$389,200 | -\$1,128,800 | -\$1,128,800 | \$30.00 | \$26.87 |
| 8/1/45 | \$747,183 | \$83,000 | \$767,817 | \$25,000 | \$384,200 | \$1,598,000 | \$409,000 | -\$1,189,000 | -\$1,189,000 | \$29.99 | \$26.83 |
| 8/1/46 | \$1,595,000 | \$83,000 | \$1,678,000 | \$45,000 | \$383,000 | \$1,678,000 | \$428,000 | -\$1,250,000 | -\$1,250,000 | \$29.99 | \$26.79 |
| 8/1/47 | \$480,000 | \$19,200 | \$499,200 | \$235,000 | \$381,200 | \$499,200 | \$616,200 | \$117,000 | \$117,000 | \$25.26 | \$25.55 |
| 8/1/48 | | | \$0 | \$2,850,000 | \$371,800 | \$0 | \$3,221,800 | \$3,221,800 | \$3,221,800 | \$7.64 | \$7.63 |
| 8/1/49 | | | \$0 | \$3,095,000 | \$257,800 | \$0 | \$3,352,800 | \$3,352,800 | \$3,352,800 | \$30.00 | \$30.20 |
| 8/1/50 | | | \$0 | \$3,350,000 | \$134,000 | \$0 | \$3,484,000 | \$3,484,000 | \$3,484,000 | \$29.71 | \$26.86 |
| Total | \$9,997,421 | \$1,931,133 | \$4,167,579 | \$10,000,000 | \$10,007,406 | \$16,096,133 | \$19,757,406 | \$3,661,273 | | \$30.00 | \$26.86 |

Notes

1. Exceeds tax rate limit (\$30/\$100,000 of AV)
2. Net of debt service fund

| | Option 1 - CABs & CIBs | | Debt Ratio |
|--------------|------------------------|---------------------|--------------|
| | Principal | Debt Service | |
| CABs | \$7,922,421 | \$12,090,000 | 1.53x |
| CIBs | \$2,075,000 | \$4,006,133 | 1.93x |
| Total | \$9,997,421 | \$16,096,133 | 1.61x |
| % CABs | 79% | 75% | |
| % CIBs | 21% | 25% | |

| | Option 2 - CIBs ¹ | | Debt Ratio |
|--------------|------------------------------|---------------------|--------------|
| | Principal | Debt Service | |
| CABs | \$0 | \$0 | |
| CIBs | \$10,000,000 | \$19,757,406 | 1.98x |
| Total | \$10,000,000 | \$19,757,406 | 1.98x |
| % CABs | 0% | 0% | |
| % CIBs | 100% | 100% | |

#DIV/0!
1.98x
1.98x

August 28, 2020

Ms. Janet Penanhoat
Interim Assistant Superintendent, Business & Fiscal Services
Oxnard School District
1051 South A Street
Oxnard, CA 93030

Re: Engagement of and Disclosures by Underwriter/Senior Managing Underwriter
Pursuant to SEC Municipal Advisor Rule and MSRB Rule G-17
Oxnard School District
General Obligation Bonds, Election of 2016, Series C

Dear Janet:

We are writing to confirm our engagement and provide you, as Assistant Superintendent, Business & Fiscal Services of Oxnard School District (the “Issuer”), and an official of the Issuer with the authority to bind the Issuer by contract, with certain disclosures relating to the captioned bond issue (the “Bonds”) to:

- i. Confirm and engage Raymond James & Associates, Inc. (“RJA”), to serve as underwriter, and not as a financial advisor or municipal advisor, pursuant to the Securities and Exchange Commission’s Municipal Advisor Rule in connection with the issuance of the Bonds, and;
- ii. Provide certain underwriting disclosures as required by Municipal Securities Rulemaking Board (MSRB) Rule G-17 as set forth in MSRB Notice 2012-25 (May 7, 2012)¹.

As part of our services as underwriter, RJA may provide advice concerning the structure, timing, terms, and other similar matters concerning the issuance of the Bonds.

I. Disclosures Concerning the Underwriters’ Role:

(i) MSRB Rule G-17 requires an underwriter to deal fairly at all times with both municipal issuers and investors.

¹ Interpretive Notice Concerning the Application of MSRB Rule G-17 to Underwriters of Municipal Securities (effective August 2, 2012).

(ii) The primary role of the underwriters is to purchase the Bonds with a view to distribution in an arm's-length commercial transaction with the Issuer. The underwriters have financial and other interests that differ from those of the Issuer.

(iii) Unlike a municipal advisor, the underwriters do not have a fiduciary duty to the Issuer under the federal securities laws and are, therefore, not required by federal law to act in the best interests of the Issuer without regard to their own financial or other interests.

(iv) The underwriters have a duty to purchase the Bonds from the Issuer at a fair and reasonable price, but must balance that duty with their duty to sell the Bonds to investors at prices that are fair and reasonable.

(v) The underwriters will review the official statement for the Bonds in accordance with, and as part of, their respective responsibilities to investors under the federal securities laws, as applied to the facts and circumstances of this transaction².

II. Disclosures Concerning the Underwriters' Compensation:

The underwriters will be compensated by a fee and/or an underwriting discount that will be set forth in the bond purchase agreement to be negotiated and entered into in connection with the issuance of the Bonds. Payment or receipt of the underwriting fee or discount will be contingent on the closing of the transaction and the amount of the fee or discount may be based, in whole or in part, on a percentage of the principal amount of the Bonds. While this form of compensation is customary in the municipal securities market, it presents a conflict of interest since the underwriters may have an incentive to recommend to the Issuer a transaction that is unnecessary or to recommend that the size of the transaction be larger than is necessary.

III. Additional Conflicts and Business Relationships Disclosures:

In the ordinary course of its various business activities, RJA and its affiliates, officers, directors, and employees may purchase, sell or hold a broad array of investments and may actively trade securities, derivatives, loans, commodities, currencies, credit default swaps, and other financial instruments for their own account and for the accounts of customers. Such investment and trading activities may involve or relate to assets, securities and/or instruments of the Issuer (whether directly, as collateral securing other obligations or otherwise) and/or persons and entities with relationships with the Issuer. RJA and its affiliates also may communicate independent investment recommendations, market advice or trading ideas and/or publish or express independent research views in respect of such assets, securities or instruments and at any time may hold, or recommend to clients that they should acquire, long and/or short positions in such assets, securities and instruments.

IV. Disclosures Concerning Structure of Municipal Securities Financing:

Since RJA has recommended to the Issuer a financing structure that may be considered a "complex municipal securities financing" for purposes of MSRB Rule G-17, attached is a description of the

² Under federal securities law, an issuer of securities has the primary responsibility for disclosure to investors. The review of the official statement by the underwriters is solely for purposes of satisfying the underwriters' obligations under the federal securities laws and such review should not be construed by an issuer as a guarantee of the accuracy or completeness of the information in the official statement.

material financial characteristics of that financing structure as well as the material financial risks of the financing that are known to the underwriter and reasonably foreseeable at this time.

In accordance with the requirements of MSRB Rule G-17, if RJA recommends a “complex municipal securities financing” to the Issuer that is not otherwise described herein, this letter will be supplemented to provide disclosure of the material financial characteristics of that financing structure as well as the material financial risks of the financing that are known to the underwriter and reasonably foreseeable at that time.

If you or any other Issuer official has any questions or concerns about these disclosures, then please make those questions or concerns known immediately to the undersigned. In addition, the Issuer should consult with its own financial and/or municipal, legal, accounting, tax and other advisors, as applicable, to the extent it deems appropriate.

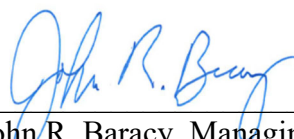
It is our understanding that you have the authority to bind the Issuer by contract with us, and that you are not a party to any conflict of interest relating to the subject transaction. If our understanding is incorrect, please notify the undersigned immediately.

Under SEC and MSRB Rules, **we are required to confirm our role as underwriter, and also seek your acknowledgement that you have received this letter. Accordingly, please send me an email to that effect or sign and return a copy of this letter to me via email as a PDF attachment.** Depending on the structure of the transaction that the Issuer decides to pursue, or if additional potential or actual material conflicts are identified, we may be required to send you additional disclosures regarding the material financial characteristics and risks of such transaction and/or describing those conflicts. At that time, we also will seek your acknowledgement of receipt of any such additional disclosures.

We look forward to working with you and the Issuer in connection with the issuance of the Bonds. We appreciate your business.

Sincerely,

RAYMOND JAMES & ASSOCIATES, INC.

By: 
John R. Baracy, Managing Director

Confirmation and acknowledgement:

Name: Ms. Janet Penanhoat

Title: Interim Assistant Superintendent, Business & Fiscal Services

Date: _____

Fixed Rate Structure Disclosure

The following is a general description of the financial characteristics and security structures of fixed rate municipal bonds (“Fixed Rate Bonds”), as well as a general description of certain financial risks that you should consider before deciding whether to issue Fixed Rate Bonds. If you decide that you would like to pursue this financing alternative, we may provide you with additional information more specific to your particular issue.

Financial Characteristics

Maturity and Interest. Fixed Rate Bonds are interest-bearing debt securities issued by state and local governments, political subdivisions and agencies and authorities. Maturity dates for Fixed Rate Bonds are fixed at the time of issuance and may include serial maturities (specified principal amounts are payable on the same date in each year until final maturity) or one or more term maturities (specified principal amounts are payable on each term maturity date) or a combination of serial and term maturities. The final maturity date typically will range between 10 and 30 years from the date of issuance. Interest on the Fixed Rate Bonds typically is paid semiannually at a stated fixed rate or rates for each maturity date.

Redemption. Fixed Rate Bonds may be subject to optional redemption, which allows you, at your option, to redeem some or all of the bonds on a date prior to scheduled maturity, such as in connection with the issuance of refunding bonds to take advantage of lower interest rates. Fixed Rate Bonds will be subject to optional redemption only after the passage of a specified period of time, often approximately ten years from the date of issuance, and upon payment of the redemption price set forth in the bonds, which may include a redemption premium. You will be required to send out a notice of optional redemption to the holders of the bonds, usually not less than 30 days prior to the redemption date. Fixed Rate Bonds with term maturity dates also may be subject to mandatory sinking fund redemption, which requires you to redeem specified principal amounts of the bonds annually in advance of the term maturity date. The mandatory sinking fund redemption price is 100% of the principal amount of the bonds to be redeemed.

Security

Payment of principal of and interest on a municipal security, including Fixed Rate Bonds, may be backed by various types of pledges and forms of security, some of which are described below.

General Obligation Bonds

“General obligation bonds” are debt securities to which your full faith and credit is pledged to pay principal and interest. If you have taxing power, generally you will pledge to use your ad valorem (property) taxing power to pay principal and interest. Ad valorem taxes necessary to pay debt service on general obligation bonds may not be subject to state constitutional property tax millage limits (an unlimited tax general obligation bond). The term “limited” tax is used when such limits exist.

General obligation bonds constitute a debt and, depending on applicable state law, may require that you obtain approval by voters prior to issuance. In the event of default in required payments of interest or principal, the holders of general obligation bonds have certain rights under state law to compel you to impose a tax levy.

Revenue Bonds

“Revenue bonds” are debt securities that are payable only from a specific source or sources of revenues. Revenue bonds are not a pledge of your full faith and credit and you are obligated to pay principal and interest on your revenue bonds only from the revenue source(s) specifically pledged to the bonds. Revenue bonds do not permit the bondholders to compel you to impose a tax levy for payment of debt service. Pledged revenues may be derived from operation of the financed project or system, grants or excise or other specified taxes. Generally, subject to state law or local charter requirements, you are not required to obtain voter approval prior to issuance of revenue bonds. If the specified source(s) of revenue become inadequate, a default in payment of principal or interest may occur. Various types of pledges of revenue may be used to secure interest and principal payments on revenue bonds. The nature of these pledges may differ widely based on state law, the type of issuer, the type of revenue stream and other factors.

The description above regarding “Security” is only a brief summary of certain possible security provisions for the bonds and is not intended as legal advice. You should consult with your bond counsel for further information regarding the security for the bonds.

Financial Risk Considerations

Certain risks may arise in connection with your issuance of Fixed Rate Bonds, including some or all of the following:

Issuer Default Risk

You may be in default if the funds pledged to secure your bonds are not sufficient to pay debt service on the bonds when due. The consequences of a default may be serious for you and, depending on applicable state law and the terms of the authorizing documents, the holders of the bonds, the trustee and any credit support provider may be able to exercise a range of available remedies against you. For example, if the bonds are secured by a general obligation pledge, you may be ordered by a court to raise taxes. Other budgetary adjustments also may be necessary to enable you to provide sufficient funds to pay debt service on the bonds. If the bonds are revenue bonds, you may be required to take steps to increase the available revenues that are pledged as security for the bonds. A default may negatively impact your credit ratings and may effectively limit your ability to publicly offer bonds or other securities at market interest rate levels. Further, if you are unable to provide sufficient funds to remedy the default, subject to applicable state law and the terms of the authorizing documents, you may find it necessary to consider available alternatives under state law, including (for some issuers) state-mandated receivership or bankruptcy. A default also may occur if you are unable to comply with covenants or other provisions agreed to in connection with the issuance of the bonds.

This description is only a brief summary of issues relating to defaults and is not intended as legal advice. You should consult with your bond counsel for further information regarding defaults and remedies.

Redemption Risk

Your ability to redeem the bonds prior to maturity may be limited, depending on the terms of any optional redemption provisions. In the event that interest rates decline, you may be unable to take advantage of the lower interest rates to reduce debt service.

Refinancing Risk

If your financing plan contemplates refinancing some or all of the bonds at maturity (for example, if you have term maturities or if you choose a shorter final maturity than might otherwise be permitted under the applicable federal tax rules), market conditions or changes in law may limit or prevent you from refinancing those bonds when required. Further, limitations in the federal tax rules on advance refunding of bonds (an advance refunding of bonds occurs when tax-exempt bonds are refunded more than 90 days prior to the date on which those bonds may be retired) may restrict your ability to refund the bonds to take advantage of lower interest rates.

Reinvestment Risk

You may have proceeds of the bonds to invest prior to the time that you are able to spend those proceeds for the authorized purpose. Depending on market conditions, you may not be able to invest those proceeds at or near the rate of interest that you are paying on the bonds, which is referred to as “negative arbitrage”.

Tax Compliance Risk

The issuance of tax-exempt bonds is subject to a number of requirements under the United States Internal Revenue Code, as enforced by the Internal Revenue Service (IRS). You must take certain steps and make certain representations prior to the issuance of tax-exempt bonds. You also must covenant to take certain additional actions after issuance of the tax-exempt bonds. A breach of your representations or your failure to comply with certain tax-related covenants may cause the interest on the bonds to become taxable retroactively to the date of issuance of the bonds, which may result in an increase in the interest rate that you pay on the bonds or the mandatory redemption of the bonds. The IRS also may audit you or your bonds, in some cases on a random basis and in other cases targeted to specific types of bond issues or tax concerns. If the bonds are declared taxable, or if you are subject to audit, the market price of your bonds may be adversely affected. Further, your ability to issue other tax-exempt bonds also may be limited.

This description of tax compliance risks is not intended as legal advice and you should consult with your bond counsel regarding tax implications of issuing the bonds.

Capital Appreciation Bonds

The following is a general description of the financial characteristics of Capital Appreciation Bonds (CABs), as well as a general description of certain financial risks that you should consider before deciding whether to issue CABs. If you have any questions or concerns about these disclosures, please make those questions or concerns known immediately to us. In addition, you should consult with your financial and/or municipal, legal, accounting, tax and other advisors, as applicable, to the extent you deem appropriate.

Financial Characteristics

CABs accrete interest over the life of the bond and such interest is compounded semi-annually. Interest is not paid to the investor periodically. Instead, on each accretion date (the date when interest would normally be paid on a Current Interest Bond (CIB)) the interest is computed and then compounded, or essentially added to the principal (plus any initial premium). Therefore all of the interest that has accreted/compounded over the life of the bond, as well as the principal and any initial premium, are repaid at maturity. This can be contrasted with CIBs in which interest is typically paid out semi-annually and the principal is paid back at maturity.

Convertible CABs are a hybrid structure in which the bonds accrete interest while in CAB mode and then pay annual principal and semi-annual interest as a standard CIB after the conversion date. The interest and principal paid after the conversion date are based on the maturity value of the bonds instead of the original par value.

Financial Risk Considerations

Certain characteristics that may arise in connection with the issuance of CABs, including some or all of the following:

1. The rate of interest on a CAB is typically higher than that of a CIB of the same maturity date. Since investors do not receive interest payments until the maturity date, they require a higher interest rate to compensate for the loss of semi-annual interest payments.
2. The total debt service, or total principal, premium and interest paid, on a CAB will be more than that of a CIB of a corresponding maturity date. This is due to two reasons. First, the CAB interest rate is higher, which leads to more interest being paid. Second, since the accreted interest is compounded semi-annually, the issuer is effectively paying interest on interest.
3. Because no semi-annual interest payments are made on a CAB, the amount due at maturity can be large in comparison to the original amount borrowed. The longer the maturity date of the CAB, the greater the effect of the accreted/compounded interest will be and, consequently, the greater the maturity value of the CAB will be compared to a CIB.
4. CABs can be issued without an optional call provision which may limit the ability of the borrower to refinance.
5. If a CAB has an optional call provision, investors often seek a higher premium on the yield at the time of sale (reflecting the value of the call provision) than a comparable CIB.

The proportionate costs of issuance associated with selling CABs, as a percentage of the amount borrowed, may be greater on a CAB than on a comparable CIB. This is due to the fact that CABs generate less proceeds at issuance than a comparable CIB.

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna

Date of Meeting: November 4, 2020

Agenda Section: Section D: Action Items

Approval of SPSA's for 2020/21 School Year - School Plans for Student Achievement- 20 schools (DeGenna/Thomas)

The plans contain goals for academics, student social-emotional needs and safety and parent 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 the Director, Curriculum, Instruction and Accountability that the Board of Trustees approve the SPSA's for 2020/21 School Year, as presented.

ADDITIONAL MATERIALS:

Attached: [SPSA Board Presentation 11-4-20.pdf](#)

[SPSA-Brekke 2020-2021.pdf](#)

[SPSA-Chavez 2020-2021.pdf](#)

[SPSA-Curren 2020-2021.pdf](#)

[SPSA-Driffill 2020-2021.pdf](#)

[SPSA-Elm 2020-2021.pdf](#)

[SPSA-Frank 2020-2021.pdf](#)

[SPSA-Fremont 2020-2021.pdf](#)

[SPSA-Harrington 2020-2021.pdf](#)

[SPSA-Kamala 2020-2021.pdf](#)

[SPSA-Lemonwood 2020-2021.pdf](#)

[SPSA-Lopez 2020-2021.pdf](#)

[SPSA-Marina West 2020-2021.pdf](#)

[SPSA-Marshall 2020-2021.pdf](#)

[SPSA-McAuliffe 2020-2021.pdf](#)

[SPSA-McKinna 2020-2021.pdf](#)

[SPSA-Ramona 2020-2021.pdf](#)

[SPSA-Ritchen 2020-2021.pdf](#)

[SPSA-Rose Ave 2020-21.pdf](#)

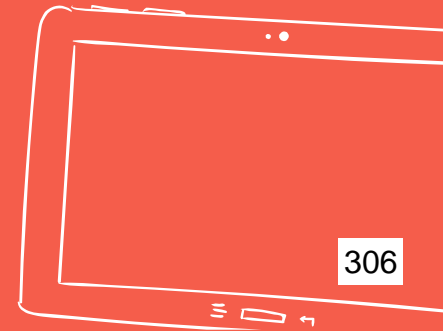
[SPSA-Sierra Linda 2020-2021.pdf](#)
[SPSA-Soria 2020-2021.pdf](#)



School Plans for Student Achievement



Oxnard School District
November 4, 2020



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.

Table of Contents

- Title Page
- Purpose and Description
- Table of Contents
- Comprehensive Needs Assessment
- Stakeholder Involvement
- Resource Inequities
- Performance Data
- Dashboard Pages
- 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 & Dashboard Data

- Enrollment (All)
- Enrollment (English Learners)
- CAASPP – ELA
- CAASPP – Math
- ELPAC Summative
- Student Population
- Overview
- Academic Performance
- Academic Engagement
- Conditions & Climate

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.

Budget

Funding Sources

- Title I
- Title III
- LCFF – Targeted
- LCFF – Intervention
- Discretionary

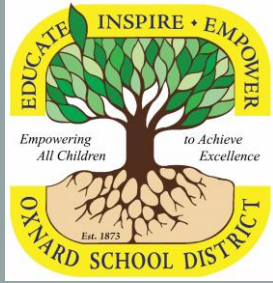
Recommendations and Assurances

- 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

Single 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 16, 2020 | November 4, 2020 |

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 that maintaining high expectations, growth mindset, and positive behavior supports are essential keys to delivering an exceptional educational experience. Even though our current circumstances have made the delivery of instruction non conventional, we continue to strive towards being an exemplary school. 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. To define this approach to teaching, Brekke has adopted the acronym G.I.F.T., which means Great Instruction the First Time with the expectation that all students will demonstrate grade-level proficiency in reading, writing and math. We intend to deliver the G.I.F.T to our students by providing professional development to support staff in identifying and delivering lessons using proven instructional strategies. School and District Administration will perform learning walks (class visitations) to validate, observe, and provide feedback to support implementation of the G.I.F.T.

Furthermore, through the use of a Depth and Complexity Model, and mindset practices, 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 intervention 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.

The district funded one Intervention Service Provider in the area of reading to help mitigate learning loss due to prolonged distance learning. Brekke has funded two additional Intervention Service providers to deliver additional support to our students helping them "catch up and keep up". One provider is designated to support reading and the other one is designated for math. Our Intervention Service Providers work directly with students, collaborate with teachers and serve as a valuable resource to all teachers in reading and math instruction.

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 virtual book clubs, writing and speech contest.

During PLC's grade levels work together to analyze data and to plan lessons and interventions. 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. This year as we meet virtually, 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, distance learning procedures and practices, teaching strategies that build resiliency in their children, and in creating a growth mindset.

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 technology and the district adopted programs to better assist their children in online learning.

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; thus, effectively meeting the requirements of the Every Student Succeeds Act (ESSA).

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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 online 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 in all grade levels. In addition, 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 our how our professional practice is impacting student learning. CAASPP 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 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 Intervention Service Providers 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 who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site Principals function as instructional leaders.

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 are putting a pause on the trainings offered by this program, but 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 the 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 Intervention Service Provider 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 to 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 first good 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, 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)

At Brekke, we believe in forming strong partnerships with parents and the community as they are essential to assist underachieving students. Therefore, our school provides many opportunities throughout the year to involve our parents. We invite parents to attend Virtual 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 weekly Dolphin Pride Award Awards in which we recognize students for a variety of reasons and invite parents and students to come to the front of the school to be recognized and pick an incentive. 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.

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 2020-2021 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 2019-2020 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 from the 2019-2020 school year involved the funds designated for after-school professional development provided by the site math and tech mentors. This inequity was due to teachers not taking advantage of these professional development opportunities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | % | 0.16% | | | 1 |
| African American | 0.67% | % | 0.65% | 4 | | 4 |
| Asian | 4.99% | % | 3.74% | 30 | | 23 |
| Filipino | 5.66% | % | 5.53% | 34 | | 34 |
| Hispanic/Latino | 84.69% | % | 84.23% | 509 | | 518 |
| Pacific Islander | % | % | 0.16% | | | 1 |
| White | 3.33% | % | 4.55% | 20 | | 28 |
| Multiple/No Response | % | % | 0.98% | | | 0 |
| Total Enrollment | | | | 601 | | 615 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 112 | 116 | 123 |
| Grade 1 | 94 | 94 | 97 |
| Grade 2 | 89 | 97 | 98 |
| Grade 3 | 95 | 95 | 97 |
| Grade 4 | 105 | 103 | 94 |
| Grade 5 | 106 | 103 | 106 |
| Total Enrollment | 601 | 608 | 615 |

Conclusions based on this data:

Our current enrollment shows we have 35 fewer students to start the 2020-2021 school year than we had in 2019-2020. This could be in part due to the difficulties with distance learning or a result of the larger trend we see in our city. Based on 2020-2021 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 is 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 180 | | | 29.3% |
| Fluent English Proficient (FEP) | | | 74 | | | 12.0% |
| Reclassified Fluent English Proficient (RFEP) | | | 50 | 16% | 22% | 24.5% |

Conclusions based on this data:

Brekke had an increase in percent of students that were reclassified between 2017-2018 and 2018-2019. We increased from 16% to 22% respectively. The ELPAC was not administered in the spring of 2020 but based on the data we have, we need to continue to provide daily designated and integrated ELD instruction to our students. During distance learning, all students in TK-5th grade will receive 20 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

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 90 | 89 | 93 | 88 | 89 | 92 | 88 | 89 | 92 | 97.8 | 100 | 98.9 |
| Grade 4 | 100 | 98 | 98 | 100 | 97 | 98 | 100 | 97 | 98 | 100 | 99 | 100 |
| Grade 5 | 104 | 104 | 94 | 104 | 104 | 93 | 104 | 104 | 93 | 100 | 100 | 98.9 |
| All Grades | 294 | 291 | 285 | 292 | 290 | 283 | 292 | 290 | 283 | 99.3 | 99.7 | 99.3 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2394. | 2389. | 2413. | 17.05 | 10.11 | 25.00 | 11.36 | 21.35 | 20.65 | 32.95 | 29.21 | 27.17 | 38.64 | 39.33 | 27.17 |
| Grade 4 | 2435. | 2457. | 2460. | 10.00 | 19.59 | 19.39 | 23.00 | 25.77 | 27.55 | 23.00 | 22.68 | 20.41 | 44.00 | 31.96 | 32.65 |
| Grade 5 | 2465. | 2460. | 2493. | 8.65 | 3.85 | 18.28 | 26.92 | 28.85 | 22.58 | 25.96 | 26.92 | 36.56 | 38.46 | 40.38 | 22.58 |
| All Grades | N/A | N/A | N/A | 11.64 | 11.03 | 20.85 | 20.89 | 25.52 | 23.67 | 27.05 | 26.21 | 27.92 | 40.41 | 37.24 | 27.56 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 3 | 12.50 | 10.11 | 28.26 | 44.32 | 47.19 | 44.57 | 43.18 | 42.70 | 27.17 | |
| Grade 4 | 15.00 | 22.68 | 20.41 | 48.00 | 47.42 | 44.90 | 37.00 | 29.90 | 34.69 | |
| Grade 5 | 10.58 | 11.54 | 24.73 | 50.96 | 53.85 | 51.61 | 38.46 | 34.62 | 23.66 | |
| All Grades | 12.67 | 14.83 | 24.38 | 47.95 | 49.66 | 47.00 | 39.38 | 35.52 | 28.62 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 12.50 | 11.24 | 13.04 | 47.73 | 43.82 | 53.26 | 39.77 | 44.94 | 33.70 |
| Grade 4 | 8.00 | 15.46 | 14.29 | 58.00 | 49.48 | 64.29 | 34.00 | 35.05 | 21.43 |
| Grade 5 | 17.31 | 9.62 | 13.98 | 46.15 | 50.96 | 61.29 | 36.54 | 39.42 | 24.73 |
| All Grades | 12.67 | 12.07 | 13.78 | 50.68 | 48.28 | 59.72 | 36.64 | 39.66 | 26.50 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 12.50 | 12.36 | 22.83 | 69.32 | 67.42 | 59.78 | 18.18 | 20.22 | 17.39 |
| Grade 4 | 9.00 | 11.34 | 16.33 | 66.00 | 76.29 | 59.18 | 25.00 | 12.37 | 24.49 |
| Grade 5 | 10.58 | 12.50 | 9.68 | 62.50 | 60.58 | 69.89 | 26.92 | 26.92 | 20.43 |
| All Grades | 10.62 | 12.07 | 16.25 | 65.75 | 67.93 | 62.90 | 23.63 | 20.00 | 20.85 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 14.77 | 15.73 | 18.48 | 50.00 | 51.69 | 54.35 | 35.23 | 32.58 | 27.17 |
| Grade 4 | 13.00 | 17.53 | 21.43 | 54.00 | 57.73 | 48.98 | 33.00 | 24.74 | 29.59 |
| Grade 5 | 13.46 | 12.50 | 27.96 | 44.23 | 48.08 | 43.01 | 42.31 | 39.42 | 29.03 |
| All Grades | 13.70 | 15.17 | 22.61 | 49.32 | 52.41 | 48.76 | 36.99 | 32.41 | 28.62 |

Conclusions based on this data:

In language arts, all grade levels increased their percentage of students who met or exceeded benchmark from 2017-2018 school year to 2018-2019 school year. In reviewing our claims from the 2018-2019 CAASPP results, we see that the majority of students are achieving at the Near Standard level in each area. The claim with the least percentage of students achieving at the Above Standard level is claim 2 (writing). The CAASPP was not administered in the spring of 2020 but the formative data we have shows we need to continue to focus on writing. As a result, writing instruction in all academic areas will be the area of focus in the upcoming year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 90 | 89 | 93 | 88 | 89 | 92 | 88 | 89 | 92 | 97.8 | 100 | 98.9 |
| Grade 4 | 100 | 98 | 98 | 100 | 97 | 98 | 100 | 97 | 98 | 100 | 99 | 100 |
| Grade 5 | 104 | 104 | 94 | 104 | 104 | 93 | 104 | 104 | 93 | 100 | 100 | 98.9 |
| All Grades | 294 | 291 | 285 | 292 | 290 | 283 | 292 | 290 | 283 | 99.3 | 99.7 | 99.3 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2405. | 2393. | 2414. | 7.95 | 2.25 | 8.70 | 25.00 | 19.10 | 33.70 | 30.68 | 40.45 | 21.74 | 36.36 | 38.20 | 35.87 |
| Grade 4 | 2428. | 2441. | 2435. | 2.00 | 8.25 | 5.10 | 19.00 | 20.62 | 17.35 | 41.00 | 36.08 | 43.88 | 38.00 | 35.05 | 33.67 |
| Grade 5 | 2449. | 2433. | 2466. | 2.88 | 1.92 | 10.75 | 15.38 | 5.77 | 12.90 | 25.96 | 31.73 | 26.88 | 55.77 | 60.58 | 49.46 |
| All Grades | N/A | N/A | N/A | 4.11 | 4.14 | 8.13 | 19.52 | 14.83 | 21.20 | 32.53 | 35.86 | 31.10 | 43.84 | 45.17 | 39.58 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 3 | 17.05 | 11.24 | 18.48 | 38.64 | 38.20 | 41.30 | 44.32 | 50.56 | 40.22 | |
| Grade 4 | 9.00 | 10.31 | 6.12 | 33.00 | 37.11 | 32.65 | 58.00 | 52.58 | 61.22 | |
| Grade 5 | 4.81 | 1.92 | 16.13 | 25.00 | 24.04 | 30.11 | 70.19 | 74.04 | 53.76 | |
| All Grades | 9.93 | 7.59 | 13.43 | 31.85 | 32.76 | 34.63 | 58.22 | 59.66 | 51.94 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 14.77 | 7.87 | 19.57 | 48.86 | 48.31 | 48.91 | 36.36 | 43.82 | 31.52 |
| Grade 4 | 6.00 | 14.43 | 6.12 | 50.00 | 43.30 | 57.14 | 44.00 | 42.27 | 36.73 |
| Grade 5 | 6.73 | 2.88 | 11.83 | 35.58 | 39.42 | 41.94 | 57.69 | 57.69 | 46.24 |
| All Grades | 8.90 | 8.28 | 12.37 | 44.52 | 43.45 | 49.47 | 46.58 | 48.28 | 38.16 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 19.32 | 6.74 | 19.57 | 53.41 | 58.43 | 50.00 | 27.27 | 34.83 | 30.43 |
| Grade 4 | 7.00 | 9.28 | 10.20 | 42.00 | 42.27 | 50.00 | 51.00 | 48.45 | 39.80 |
| Grade 5 | 7.69 | 0.96 | 10.75 | 43.27 | 36.54 | 41.94 | 49.04 | 62.50 | 47.31 |
| All Grades | 10.96 | 5.52 | 13.43 | 45.89 | 45.17 | 47.35 | 43.15 | 49.31 | 39.22 |

Conclusions based on this data:

Overall our mathematics scores are significantly lower than our language arts scores. In math, 3rd and 5th grade had significant growth in the percentage of students who met or exceeded benchmark from 2017-2018 school year to 2018-2019 school year and 4th grade had a drop. In reviewing our claims from the 2018-2019 CAASPP results, we see that the percent of students at the Above Standard level are the low in all claims. Additionally, claim 1 (applying concepts and procedures) had the largest percentage of students at the below standard level. The CAASPP was not administered in 2020 but the formative data indicated Brekke was making gains but we need to continue to have math as an area of focus school-wide. We will be utilizing one Intervention Service Provider to support math intervention and enrichment.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1388.4 | | 1399.8 | | 1361.4 | | 37 |
| Grade 1 | | 1433.8 | | 1435.5 | | 1431.6 | | 41 |
| Grade 2 | | 1510.4 | | 1516.7 | | 1503.5 | | 39 |
| Grade 3 | | 1474.1 | | 1464.7 | | 1482.9 | | 18 |
| Grade 4 | | 1446.8 | | 1433.6 | | 1459.4 | | 20 |
| Grade 5 | | * | | * | | * | | 10 |
| All Grades | | | | | | | | 165 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 5.41 | | 18.92 | | 51.35 | | 24.32 | | 37 |
| 1 | | 7.32 | | 39.02 | | 31.71 | | 21.95 | | 41 |
| 2 | | 33.33 | | 51.28 | | 12.82 | | 2.56 | | 39 |
| 3 | | 0.00 | | 22.22 | | 66.67 | | 11.11 | | 18 |
| 4 | | 10.00 | | 60.00 | | 5.00 | | 25.00 | | 20 |
| All Grades | | 13.94 | | 38.18 | | 30.91 | | 16.97 | | 165 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 8.11 | | 24.32 | | 43.24 | | 24.32 | | 37 |
| 1 | | 14.63 | | 48.78 | | 17.07 | | 19.51 | | 41 |
| 2 | | 48.72 | | 41.03 | | 7.69 | | 2.56 | | 39 |
| 3 | | 11.11 | | 44.44 | | 22.22 | | 22.22 | | 18 |
| 4 | | 30.00 | | 40.00 | | 10.00 | | 20.00 | | 20 |
| All Grades | | 23.64 | | 40.00 | | 19.39 | | 16.97 | | 165 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 5.41 | | 18.92 | | 48.65 | | 27.03 | | 37 |
| 1 | | 7.32 | | 29.27 | | 31.71 | | 31.71 | | 41 |
| 2 | | 12.82 | | 53.85 | | 23.08 | | 10.26 | | 39 |
| 3 | | 0.00 | | 11.11 | | 77.78 | | 11.11 | | 18 |
| 4 | | 15.00 | | 45.00 | | 10.00 | | 30.00 | | 20 |
| All Grades | | 8.48 | | 32.73 | | 36.97 | | 21.82 | | 165 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 5.41 | | 75.68 | | 18.92 | | 37 | |
| 1 | | 36.59 | | 51.22 | | 12.20 | | 41 | |
| 2 | | 43.59 | | 53.85 | | 2.56 | | 39 | |
| 3 | | 0.00 | | 66.67 | | 33.33 | | 18 | |
| 4 | | 5.00 | | 70.00 | | 25.00 | | 20 | |
| All | | 21.82 | | 62.42 | | 15.76 | | 165 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 8.11 | | 67.57 | | 24.32 | | 37 |
| 1 | | 7.32 | | 70.73 | | 21.95 | | 41 |
| 2 | | 46.15 | | 48.72 | | 5.13 | | 39 |
| 3 | | 33.33 | | 55.56 | | 11.11 | | 18 |
| 4 | | 50.00 | | 30.00 | | 20.00 | | 20 |
| All Grades | | 28.48 | | 54.55 | | 16.97 | | 165 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 5.41 | | 75.68 | | 18.92 | | 37 |
| 1 | | 14.63 | | 51.22 | | 34.15 | | 41 |
| 2 | | 12.82 | | 76.92 | | 10.26 | | 39 |
| 3 | | 0.00 | | 50.00 | | 50.00 | | 18 |
| 4 | | 0.00 | | 70.00 | | 30.00 | | 20 |
| All Grades | | 8.48 | | 66.67 | | 24.85 | | 165 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 29.73 | | 35.14 | | 35.14 | | 37 |
| 1 | | 14.63 | | 58.54 | | 26.83 | | 41 |
| 2 | | 30.77 | | 58.97 | | 10.26 | | 39 |
| 3 | | 11.11 | | 83.33 | | 5.56 | | 18 |
| 4 | | 50.00 | | 25.00 | | 25.00 | | 20 |
| All Grades | | 26.67 | | 52.12 | | 21.21 | | 165 |

Conclusions based on this data:

The ELPAC was not taken in 2019-2020 school year so the data shown is from the last testing period. Based on that data we have, we need to continue to provide daily designated and integrated ELD instruction to our students. The data from the reading and writing domains indicate a larger percentage of our students need additional instruction and intervention. During distance learning, all students in TK-5th grade will receive 20 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

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 600 | 59.2 | 34.0 | |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 204 | 34.0 |
| Homeless | 8 | 1.3 |
| Socioeconomically Disadvantaged | 355 | 59.2 |
| Students with Disabilities | 82 | 13.7 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 4 | 0.7 |
| Asian | 27 | 4.5 |
| Filipino | 36 | 6.0 |
| Hispanic | 506 | 84.3 |
| Two or More Races | 4 | 0.7 |
| Pacific Islander | 1 | 0.2 |
| White | 22 | 3.7 |





Conclusions based on this data:

Based on this data, we can conclude that Brekke has a large percentage of students who are socioeconomically disadvantaged. Brekke will continue to provide equitable opportunities for this population to ensure their academic and socio-emotional needs are met. We must ensure our families continue to have access to a variety of wrap-around services. We can also conclude that with our English Learners being the second largest sub group will continue to be provided designated and integrated ELD to ensure language acquisition and increase our reclassification rate.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|--|
| English Language Arts  Yellow | Chronic Absenteeism  Orange | Suspension Rate  Green |
| Mathematics  Yellow | | |

Conclusions based on this data:

Based on the CA Dashboard, Brekke had a significant increase on both English Language Arts and Mathematics from 2018 to 2019. From the formative data we studied, we believe Brekke would have continued to increase in both English Language Arts and Math on the 2020 summative assessments had they taken place. We will continue to focus on improving student achievement in ELA and Math by maintaining our goal of delivering "Best First Instruction". We will look at data on a regular basis to drive instruction and dictate our intervention needs. As we start our 2020-2021 school year we will continue to monitor student daily attendance, continue our PBIS approach in promoting positive interactions and behaviors, provide incentives for both attendance and behavior, and provide corrective measures to reduce the need for disciplinary action. Our suspension rate for 2019-2020 was under 0.5% and our goal is to continue staying under that mark.

Prediction for 2020 Dashboard:
Suspension- green or blue
ELA- green
Math- yellow
Absenteeism- orange

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  Yellow 10.8 points below standard Increased Significantly ++21.3 points 288 | <p>English Learners</p>  Yellow 23.6 points below standard Increased Significantly ++17.4 points 129 | <p>Foster Youth</p>  No Performance Color 0 Students |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | <p>Socioeconomically Disadvantaged</p>  Yellow 24.4 points below standard Increased Significantly ++19.4 points 180 | <p>Students with Disabilities</p>  Red 77.4 points below standard Maintained ++0.7 points 52 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color 0 Students |  No Performance Color 34.5 points above standard Increased Significantly ++25.9 points 15 |  No Performance Color 12.2 points above standard Increased Significantly ++18.5 points 15 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 16.4 points below standard Increased Significantly ++22.1 points 245 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 82.3 points below standard Declined -4.9 points 42 | 4.8 points above standard Increased Significantly ++18.2 points 87 | 1.1 points below standard Increased Significantly ++20.7 points 153 |

Conclusions based on this data:

Based on our projection of moving from yellow to green on the California Dashboard for ELA, we will continue with our effective strategies and add more structures, interventions, and enrichment to continue growth in academic achievement. In our weekly PLC's we will continue to focus on the four essential questions of: What do we want students to know?, How will we know they learned it?, How will we support students that have not learned it?, and How will we support students that have learned it? We will allow data to drive the instructions and dictate the interventions we provide.

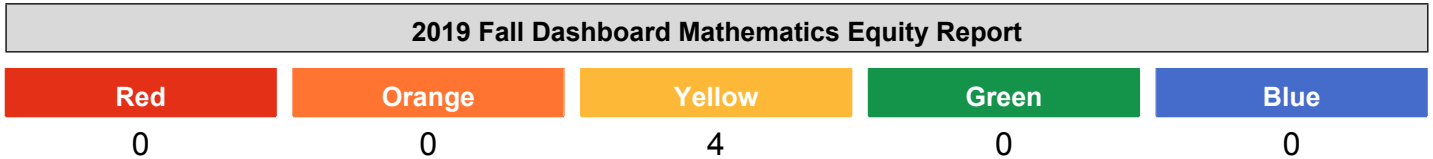
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  Yellow 43.1 points below standard Increased Significantly ++16.6 points 287 | <p>English Learners</p>  Yellow 53.8 points below standard Increased Significantly ++15.1 points 128 | <p>Foster Youth</p> |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 | <p>Socioeconomically Disadvantaged</p>  Yellow 53.5 points below standard Increased ++13.8 points 179 | <p>Students with Disabilities</p>  Yellow 88.4 points below standard Increased ++9.4 points 51 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 16.3 points above standard Increased Significantly ++28.1 points 15 |  No Performance Color 5.2 points above standard Increased Significantly ++47.4 points 15 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 52.1 points below standard Increased ++13.2 points 245 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| 97.2 points below standard Declined -10.3 points 42 | 32.6 points below standard Increased Significantly ++22.7 points 86 | 35.2 points below standard Increased Significantly ++15.3 points 153 |

Conclusions based on this data:

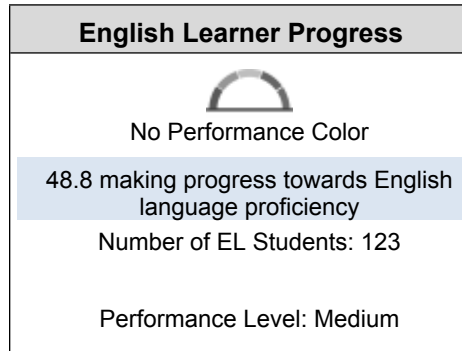
Based on our projection of moving from orange to yellow on our California Dashboard for Math, we will continue with our planned activities. Additionally we will add activities that build on our collective strengths to promote higher levels of academic achievement. In our weekly PLC's we will continue to focus on the four essential questions of: What do we want students to know?, How will we know they learned it?, How will we support students that have not learned it?, and How will we support students that have learned it? We will allow data to drive the instructions and dictate the interventions we provide. We will utilize the service of one Intervention Service Provider to support the necessary interventions in math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 19.5 | 31.7 | 1.6 | 47.1 |

Conclusions based on this data:

Based on our projection, there will be a discrepancy between the performance level of English Learners as compared to English proficient students. Therefore, teachers will continue to provide both Integrated and Designated ELD to increase English Learner proficiency. During distance learning, all English Learners will receive 20 minutes of designated English language development. 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.

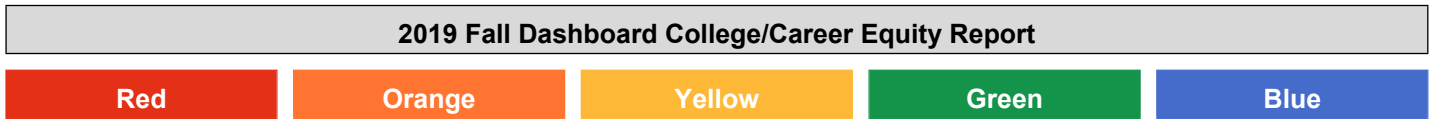
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

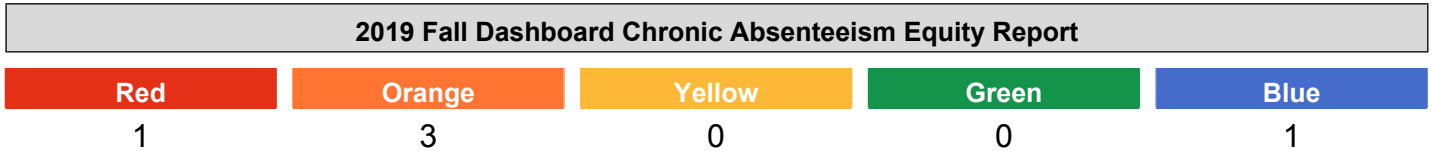
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  Orange 9.1 Increased +3 623 | <p>English Learners</p>  Orange 7.7 Increased +1.4 221 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color 33.3 12 | <p>Socioeconomically Disadvantaged</p>  Red 11.6 Increased Significantly +4.7 398 | <p>Students with Disabilities</p>  Orange 14.5 Increased +2 110 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color 13.8 Increased +4.1 29 |  Blue 0 Declined -5.7 36 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 9.5 Increased Significantly +3.5 524 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 12.5 Increased +7.5 24 |

Conclusions based on this data:

Based on 2019 Dashboard Chronic Absenteeism data for All students, including Brekke's significant subgroups representing Socioeconomically Disadvantaged and Students with Disabilities' have increased. We recognize that in our time of distance learning attendance is challenging for some of our populations. We will frequently monitor and put programs in place to address students' and family's challenges, especially those in English Learner Subgroup, 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.

School and Student Performance Data

Academic Engagement Graduation Rate

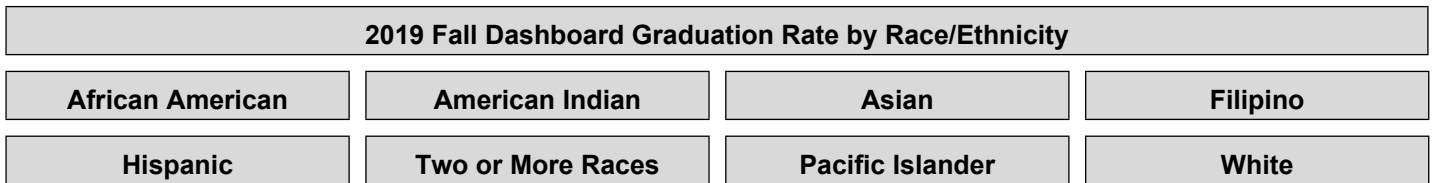
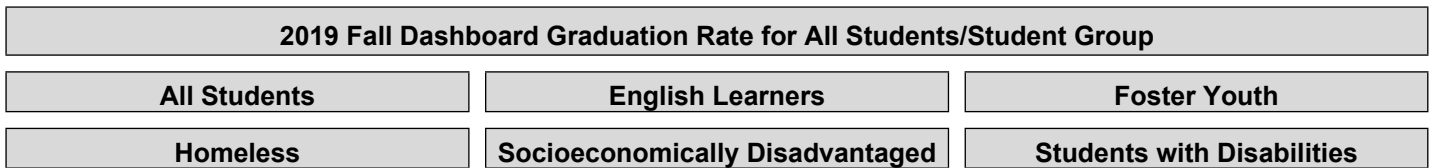
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

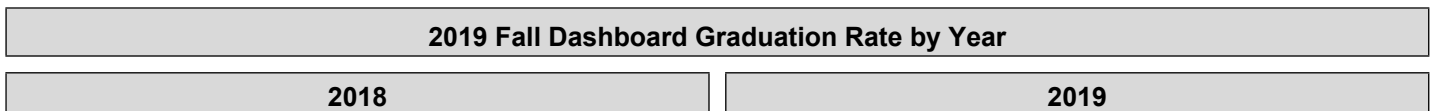
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

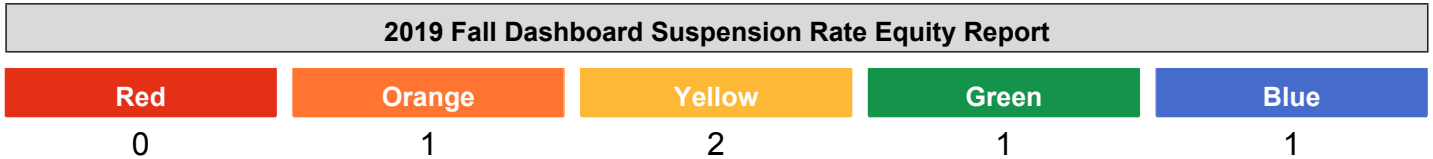
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  Green 0.9 Maintained +0.2 636 | <p>English Learners</p>  Yellow 0.9 Increased +0.5 227 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 |
| <p>Homeless</p>  No Performance Color 0 Maintained 0 15 | <p>Socioeconomically Disadvantaged</p>  Orange 1.2 Increased +0.4 407 | <p>Students with Disabilities</p>  Green 0.9 Maintained -0.2 112 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data 4 | |  No Performance Color 0 Maintained 0 29 |  Blue 0 Maintained 0 36 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 1.1 Maintained +0.2 537 |  No Performance Color Less than 11 Students - Data 5 |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color 0 Maintained 0 24 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.8 | 0.9 |

Conclusions based on this data:

We had a slight increase in the suspension rate from 2018 (0.8%) to 2019 (0.82%), this is not significant. Brekke's suspension rate from 2019-2020 dropped to 0.49% which is well below the district average. Our work in our PBIS implementation and the supports of the counselor and Outreach Specialist all contributed to this reduction in suspensions. We will continue to move forward in these positive strategies and make it our goal of maintaining a suspension rate of lower than 0.5%.

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 academic standards 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 from 2019 CAASPP. CAASPP was not given in 2020. The 3rd grade cohort are now 5th grade students: 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. Students scoring in the highest level will continue to stay in that level and increase their scale score. Brekke will increase the percentage of students who Meet or Exceed state standards by: 14% in 3rd grade 15% in 4th grade 11% in 5th grade |
| CAASPP Math | Data from 2019 CAASPP, CAASPP was not given in 2020. The 3rd grade cohort are now 5th grade students: 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. Students scoring in the highest level will continue to stay in that level and increase their scale score. |

| 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>Brekke will Increase percentage of students who Meet or Exceed state standards by:</p> <p>10% in 3rd grade</p> <p>15% in 4th grade</p> <p>10% 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 2020 Fall STAR Early Literacy Report (which was taken at home due to distance learning):</p> <p>43% of Kindergarten students scored at or above benchmark</p> <p>15% of Kindergarten students scored on watch (Level 3)</p> <p>20% of Kindergarten students scored in intervention (Level 2) and</p> <p>22% of kindergarten students scored in urgent intervention (Level 1).</p> <p>38% of 1st grade students scored at or above benchmark</p> <p>15% of 1st Grade students scored on watch (Level 3)</p> <p>33% of 1st Grade students scored in intervention (Level 2) and</p> <p>13% 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 and the percent of Kindergarten and 1st grade students scoring at or above benchmark will increase by 15%. 10% of students in Level 1 will move to level 2 or higher. All students will show a minimum SGP of 50.</p> |
| STAR 360 Reading | <p>According to the 2020-2021 Fall STAR 360 Reading CAASPP Benchmark Report (which was given at home due to distance learning):</p> <p>41% of 2nd grade students are at Level 3 or Level 4</p> <p>21% of 2nd Grade students are at Level 2 and</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 19% in 2nd grade. 15% of students in Level 1 will move to Level 2 or higher. All students</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|---|
| | <p>33% of 2nd Grade students are at Level 1</p> <p>37% of 3rd grade students are at Level 3 or Level 4 34% of 3rd grade students are at Level 2 and 28% of 3rd Grade students are at Level 1</p> <p>50% of 4th grade students are at Level 3 or Level 4 15% of 4th grade are at Level 2 and 35% are at Level 1</p> <p>36% of 5th grade students are at Level 3 or Level 4 26% of 5th grade students are at Level 2 and 37% of 5th grade students are at Level 1</p> | <p>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 16% 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 5% in 4th grade. 20% 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 20% in 5th grade. 20% 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 2020-2021 Fall STAR 360 Math CAASPP Benchmark Report (which was given at home due to distance learning):</p> <p>40% of 1st grade students are at Level 3 or Level 4</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 benchmark will increase by 20% in 1st grade. 9% of</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| | <p>41% of 1st grade students are at Level 2 and 19% of 1st grade students are at Level 1</p> <p>36% of 2nd grade students are at Level 3 or Level 4 31% of 2nd Grade students are at Level 2 and 33% of 2nd Grade students are at Level 1</p> <p>45% of 3rd grade students are at Level 3 or Level 4 36% of 3rd grade students are at Level 2 and 20% of 3rd grade students are at Level 1</p> <p>36% of 4th grade students are at Level 3 or Level 4 47% of 4th grade students are at Level 2 and 17% of 4th grade students are at Level 1</p> <p>10% of 5th grade students are at Level 3 or Level 4 45% of 5th Grade student are at Level 2 and 45 % of 5th Grade students are at Level 1</p> | <p>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 24% in 2nd grade. 20% 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 10% in 3rd grade. 10% 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 17% in 4th 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>5th 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 |
|--|--|---|
| | | benchmark will increase by 30% in 5th grade. 30% 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, but in 2019 Brekke reclassified 22% of our English Learners. | Maintain the percent of English Learner students who are reclassified at 22%. *State reclassification criteria for 2019-2020 has changed. 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 focus strand, and 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 will be provided the opportunity to attend professional development offered by the District and county so that they can 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)

2000.

Title I
1000-1999: Certificated Personnel Salaries
extra time for additional professional
development

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 use during distance learning (ie. CABE, NGSS, District training, VCOE, 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)

2000.

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 with peers at Brekke for implementation of the Next Generation Science Standards, Common Core State Standards, the development of the Science and Inquiry Strand, and the continued improvement 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)

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 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 cost- during professional work day

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

Leadership will engage in a book study focusing on growth mindset in order to adapt to our Distance Learning 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)

300.

Discretionary
4000-4999: Books And Supplies
cost for books

2500.

Title I
1000-1999: Certificated Personnel Salaries
Teacher extra 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.

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 equipment that meets the needs of teaching and learning in a distance learning environment and prevents teacher eye fatigue. Provide 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) |
|-----------|--|
| | Centralized Services Copy Machines |
| 19203. | Discretionary 4000-4999: Books And Supplies Warehouse Materials |
| 1250. | Discretionary 5000-5999: Services And Other Operating Expenditures Equipment Maintenance |
| 2000. | Discretionary 5700-5799: Transfers Of Direct Costs Publications and Services |
| 3700. | Discretionary 4000-4999: Books And Supplies Ink for copy machines and printers |
| 9800. | Discretionary 4000-4999: Books And Supplies Cost of document cameras, headphones and keyboards for distance learning |
| 21231.80 | Title I 4000-4999: Books And Supplies warehouse materials |
| 7200. | LCFF - Targeted 4000-4999: Books And Supplies blue light blocking screens, additional monitors to prevent teacher eye fatigue, canopy for mobile library |

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)

4009.20

Source(s)

Title I
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, Kindergarten 1st and 2nd grade 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)

1584.

Source(s)

LCFF - Intervention
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) |
|-----------|---|
| 4123. | Title I 4000-4999: Books And Supplies Scholastic News |
| 1590. | 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 that reviews diagnostics assessment for struggling readers per benchmark data.

Continue implementation of the RTI/MTSS model through the CoST and SST process in order to 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 that 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. | Title I 1000-1999: Certificated Personnel Salaries Committee extra hours |
| 3000. | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher 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) |
|-----------|--|
| 1300. | Discretionary 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 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)

[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.

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.

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 |
| 1000. | Title I 4000-4999: Books And Supplies Academic Incentives |
| | Centralized Services |
| | Librarian |

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.

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)

500.

Source(s)

Title I
4000-4999: Books And Supplies
Incentives

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.

GATE Students

Strategy/Activity

GATE students in grades 3-5 will be clustered into one classroom to ensure they will provided with extended learning and project based learning 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 Costs

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

Implement Step Up to Writing and additional strategies during structured writing time with scaffolded support for all students. In addition, professional development will be provided to support our writing 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 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

Teachers will continue to incorporate the Depth of Knowledge (DOK) model into their teaching and 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 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

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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

150.

Title III
4000-4999: Books And Supplies
Awards for students meeting ELPAC goals and
or reclassifying

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

Conduct progress monitoring of English Learners, Long Term English Learners (LTEs) and recently reclassified students through the LAT process as outlined in the EL Master Plan with the support of the director of EL 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)

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.

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.

English Learners

Strategy/Activity

Provide tutoring opportunities to English Learners to construct and justify 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)

9157.

Title III

1000-1999: Certificated Personnel Salaries
Cost for 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

In order to improve reading achievement, the district provides an Intervention Service Provider. These are teachers who are site-based and will support struggling readers in all grades. The goal is to have all students reading at grade level. The Intervention Service Provider will work directly with students, collaborate with teachers and serve as a resource for reading 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
Intervention Service Provider

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

Provide two Intervention Service Providers to serve identified students in the areas of Language Arts and Math in a small group 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)

30,000.

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Intervention Service Provider

30,000.

LCFF - Targeted

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

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)

8256.

Source(s)

LCFF - Intervention

Teacher extra hours

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 After School Program will be offered to students in grades 1-5 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

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.

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.

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 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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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 up through the December 2019 testing. On the 2019 CAASPP Test, 3rd grade exceeded their math and ELA goals to increase student achievement by 15% in ELA and 22% in math. 4th grade increased by 1% in ELA and decreased 7% in Math. 5th grade increased 8% in ELA and 16% in math. 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 purchase software 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.

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 district, we 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 ELA for K-1). We prioritized preferred apps by grade level, compared them to school-wide needs, and purchased accordingly. We are also providing new opportunities for English Learner academic development, which include 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>Average school wide yearly attendance was 94.65% for the 2019-2020 school year while we were in session from August-March. Distance learning began after that. EOY Average attendance per grade level for the time we were in physical session was:</p> <p>TK 93.7% K 93.4% 1st 92.4% 2nd 95.3% 3rd 95.7% 4th 95.6% 5th 95.8%</p> | <p>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 %.</p> |
| Suspension Data | <p>Suspension rate for the year 2019-2020 school year was 0.49%.</p> | <p>Maintain suspension rate to 0.5% or less</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|---|
| Panorama Survey | <p>Brekke students in 3rd-5th grade took the Panorama Survey twice during the 2019-2020 school year. The first survey was administered in March 2020 on campus and the second survey was administered in June 2020 in virtual setting during distance learning. The survey provided us with baseline data in the areas of student SEL competencies and learning supports/environments. Our overall rating in the 2019-2020 school year was 82% favorable, which is in the excellent range of 80% or more. The favorable ratings by SEL topic were:</p> <p>Growth Mindset- 70% Good Self-Management- 70% Good Social Awareness- 58% Fair Emotion Regulation- 53% Fair Teacher Student Relationships- 77% Good Sense of Belonging- 75% Good</p> <p>This school year our TK-2nd grade students will have SEL data entered in Panorama. The 2020-2021 school year will give us baseline data for these grade levels.</p> | <p>To increase the overall percent favorable to 90%, which is an increase of 8%.</p> <p>To increase Growth Mindset, Self- Management, Teacher Student Relationships, and Sense of Belonging by 10%. This will positively impact our ratings moving us from good to excellent.</p> <p>To increase the Social Awareness and Emotion Regulation by 15%. This will move our % favorable rating from the fair to good range.</p> |
| Office Referrals | <p>Based on the data from the 2018-2019 school year, there were 208 office referrals. The referrals from the top two incident types were as follows:</p> <ul style="list-style-type: none"> Caused/threatened/attempted physical harm 114, which is a decrease from 137 the previous year. | <p>To decrease the of total referrals based on the number of students enrolled by 10%.</p> <p>To decrease the number of referrals for disruption and defiance by 7%.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|------------------|
| | <ul style="list-style-type: none"> Disruption and defiance 87, which is an increase from 53 the previous 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 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
Counselor- no site 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

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) | Source(s) |
|-----------|---|
| 2000. | 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) | Source(s) |
|-----------|--|
| 740. | LCFF - Targeted 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) | Source(s) |
|-----------|-----------|
| 1000. | Title I |

5000-5999: Services And Other 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 virtual 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)

Source(s)

800.

LCFF - Targeted
2000-2999: Classified Personnel Salaries
2 hours daily campus supervision

1300.

LCFF - Targeted
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 distance learning expectations for student behavior during virtual 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 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)

600.

Source(s)

Title I
4000-4999: Books And Supplies
Cost of decals

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)

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 during synchronous and asynchronous 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
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 virtual 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)

[Empty box for Amount(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 during distance learning. This can occur during synchronous and asynchronous 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)]

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 weekly Dolphin Pride Awards. This will motivate students to self-monitor which will reduce distractions in the virtual 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.

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 synchronous class visits and asynchronous 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.

Source(s)

Discretionary
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 virtual student leadership team to ensure student voice and participation in building school community and planning virtual 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. | Title I 4000-4999: Books And Supplies Cost of books for students |

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

Continue to provide structured virtual recesses, and virtual activities to support 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) |
|-----------|---|
| 500. | Title I 4000-4999: Books And Supplies Supplies for virtual activities |

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 distance learning 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. | 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.

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)

700.

Source(s)

LCFF - Targeted
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)

1000.

Source(s)

Discretionary
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.

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: 2019-20

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 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 2019-2020 school year; once during the regular school year and once during distance learning. This provided baseline data for student Social Emotional Learning (SEL) competencies and for learning supports/environment. Our overall rating was 82% favorable, which is in the excellent range. The SEL topics that showed an increase during distance learning were student teacher relationships, sense of belonging and emotional regulation. 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 attendance activities was sufficient to cover the planned activities; however not all the activities took place consistently, therefore we had an excess in funds. Our attendance rate was not positively impacted, due to the fact that the attendance activities were focused on student behavior and not on parent awareness.

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 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.

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 2018-2019 California Healthy Kids Survey 81% of parent strongly agree or agree that the school keeps them well informed about school activities (district elementary school average is 90%). This data may not be valid or reliable as we only had 26 respondents participate in the survey. The survey was not taken in the 2019-2020 school year. | Increase the number of participants by 25% to ensure the data is valid and reliable to use as a baseline. Increase the percentage of parents that feel the school keeps them well informed about school activities to equal the district elementary school average of 90%. |
| Percentage of parents that feel welcomed and respected when visiting our school. | According to the 2018-2019 California School Parent Survey, 77% of parents felt welcome to participate at the school and 73% of parents felt they were treated with respect. The participation size was low, which may affect the validity of this data. This survey was not | Increase the number of participants by 25% to ensure the data is valid and reliable and use the data as a baseline. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------------------|------------------|
| | taken in the 2019-2020 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 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)

500

LCFF - Targeted
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.

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.

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 student'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)

500.

Source(s)

LCFF - Targeted
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 virtual 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

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 virtual 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)

500.

LCFF - Targeted
4000-4999: Books And Supplies
BTSN reverse parade take-away

500.

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 virtual 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)

500.

Source(s)

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 virtual 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)

650.

Source(s)

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 a book read 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)

600.

Source(s)

LCFF - Targeted
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.

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.

All students

Strategy/Activity

After School Program Virtual 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

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.

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 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: 2019-20

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.

Funds were allocated for teachers and parents to attend the CAFE conference and although it was offered there was no interest in attending.

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 | \$58,711. |
| 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 | \$183,444.00 |

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 | \$48,154.00 |
| Title III | \$10,557.00 |

Subtotal of additional federal funds included for this school: \$58,711.00

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 (\$) |
|-------------------------|-------------|
| Discretionary | \$39,053.00 |
| LCFF - Intervention | \$42,840.00 |
| LCFF - Targeted | \$42,840.00 |

Subtotal of state or local funds included for this school: \$124,733.00

Total of federal, state, and/or local funds for this school: \$183,444.00

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 |
|---------------------|-----------|---------|
| Discretionary | 39,053.00 | 0.00 |
| Title I | 48,154.00 | 0.00 |
| Title III | 10,557.00 | 0.00 |
| LCFF - Targeted | 42840.00 | 0.00 |
| LCFF - Intervention | 42840.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| Discretionary | 39,053.00 |
| LCFF - Intervention | 42,840.00 |
| LCFF - Targeted | 42,840.00 |
| Title I | 48,154.00 |
| Title III | 10,557.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | Discretionary | 1,000.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 1,300.00 |
| 4000-4999: Books And Supplies | Discretionary | 33,503.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 1,250.00 |
| 5700-5799: Transfers Of Direct Costs | Discretionary | 2,000.00 |
| | LCFF - Intervention | 8,256.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 33,000.00 |

| | | |
|---|---------------------|-----------|
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Intervention | 1,584.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 30,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 3,940.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 8,900.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 8,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 1,000.00 |
| 4000-4999: Books And Supplies | Title I | 36,154.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 3,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 9,157.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 650.00 |
| 4000-4999: Books And Supplies | Title III | 150.00 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 600.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 166,554.00 |
| Goal 2 | 12,040.00 |
| Goal 3 | 4,850.00 |

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 |
| Ashleigh Arias | Other School Staff |
| Traci Martinez | Classroom Teacher |
| Patricia Hernandez-Einstein | Classroom Teacher |
| Terry Lopez | Classroom Teacher |
| Leticia Trejo | Parent or Community Member |
| Claudia Hernandez | Parent or Community Member |
| Esperanza Barragan | 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:

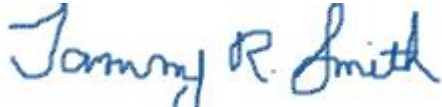

| Signature | Committee or Advisory Group Name |
|---|------------------------------------|
|  | School Site Council |
|  | English Learner Advisory Committee |

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 16, 2019.

Attested:

| | |
|---|---|
|  | Principal, Tammy Smith on 10-16-19 |
|  | SSC Chairperson, Traci Martinez on 10-16-19 |

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: **2020-21**



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 |
|----------------------------|-----------------------------------|--|---------------------------|
| Cesar E. Chavez K-8 School | 56725386055321 | October 15, 2020 | November 4, 2020 |

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 an kindergarten through eighth grade school where we believe every student can succeed. This year students started the year using their district issued iPad through distance learning where they are learning via synchronous, asynchronous, and independent time. Although the daily Zoom classes and distance learning obstacles remain, we continue to keep the bar high and provide rigorous instruction. Chavez School will meet the Every Student Succeeds Act (ESSA) requirements by; building a strong PLC community amongst staff with a focus on The Cycle of Inquiry, following the MTSS pyramid with fidelity, growing our DLI program that's in its 7th year, establishing a PBIS team focused on providing a safe and positive environment, connecting our academy strand (CALCAT) to learning, and actively involving all stakeholders to help create and monitor goals.

Low test scores have been a motivation for staff to rethink systems, analyze best strategies, and for how data is analyzed. The staff at Chavez is working weekly to build strong Professional Learning Communities (PLC's) and collaborating with grade level and vertical teams to improve student learning. The foundation of all PLC meetings will focus on at least one of DuFour's critical questions for a PLC; (1) What do we expect our students to learn? (2) How will we know they are learning? (3) How will we respond when they don't learn? (4) How will we respond if they already know it? PLC's will use these questions to revisit first instruction practices, establish a school-wide focus on writing, create standards based lessons using evidence based practices, and analyze data to drive instruction while implementing interventions. In addition, the Cycle of Inquiry is enabling teachers to analyze evidence, determine a focus, implement supports, and analyze impact. General Education teachers will team up with Special Education teachers, paraeducators, and ISP's to provide daily targeted interventions to subgroups such as EL's and students with disabilities. The leadership team will facilitate this work in their PLC's.

In addition to a strong PLC system, Chavez staff implements a multi-tiered system of support (MTSS) for students with targeted interventions. Extended learning opportunities for students include remediation and enrichment opportunities for students. Based on data analysis, students will be provided with extended learning opportunities as scaffolded by the MTSS tiers. Analysis of formative data and continued progress monitoring will provide key information to teachers to place students in correct interventions. Student monitoring meetings with grade level teams and administration will provide an additional structure for data analysis. The staff has a process for students at Tier I – Level Intervention where students are identified through the Coordination of Services Team (CST) and Student Success Team (SST). Tier II and Tier III level intervention services are provided by teachers during Universal Access, English Language Development, Intervention Support Providers in small group settings, and K-1 Para educators within a small group setting.

Our DLI program is now in it's 7th year with DLI students in grades K-6. All classes in kindergarten, first, and second grade are DLI classes and teachers are using designed, content-based units. Teachers in all DLI classes will continue to make connections between the languages for students to ensure language proficiency, support academic vocabulary, and foster oracy. In addition, monthly DLI meetings using the PLC model, support instructional strategies aligned to the Common Core State Standards in both English and Spanish.

Creating a safe, positive environment for our students has been the focus of our Positive Behavioral Interventions and Supports (PBIS) team. Our PBIS team has been working with staff and students on building common expectations and guidelines for success using an Eagle-themed "SOAR" acronym; show Self control, have an Optimistic attitude, Ask questions and participate in the learning, and React with resilience and persistence. Based on the guidelines we intend to reward students who are meeting expectations and hold students accountable who are not. In addition, the PBIS team is creating clear recess, cafeteria, and hallway expectations through videos, assemblies, and class visits. The PBIS team meets monthly with a vision to build strong relationships with students to create a safe, positive environment for all.

Students in middle school are engaged in electives connected to our academy strand, CALCAT, "Chavez Academy of Literacy, Communication Arts, and Technology." We offer electives that include; AVID, Math Concepts thru Art, Technology thru Science, Science Technology Engineering Mathematics (STEM), Geography, Study Skills, and Environmental science. Some electives focus on a trait of CALCAT. In addition, grade-levels are hosting an annual celebration of learning for families to view student work that focuses on an aspect of the CALCAT.

All stakeholders must work together to support students. Valuing the belief that “it takes a village to raise a child,” we are committed to working with parents and families to improve student learning through English Language Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Association (PTA), and Coffee with the Principal. Multiple parent education and involvement activities are planned for families such as Celebration of Learning Night, Successful Transition to High School, and Success in Middle School. 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. Parent involvement and the groups plan an active role in developing and monitoring school goals and ensuring student success.

“It’s always a great day to be an Eagle” defines our school community (teachers, staff, parents, families, and students) and how we are positively moving forward together to increase academic achievement and close the achievement gap.

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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.

Consistent classroom observations were conducted on a monthly basis providing 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. The data analysis conducted during teacher collaborations indicated that more time for teacher collaboration with a focus on first instruction is necessary. Principal walkthroughs of all classrooms conducted throughout the year indicated a need to elevate student speaking and listening to a higher level of Depth of Knowledge and Rigor. Learning Walks in the Dual Language Program with teachers and principal indicated that scaffolds in writing need to be removed by the end of the school year and everyone needs to know the Writing standards per grade level. The DLI learning walks also indicated that Oracy was a priority and next step is to develop the use of Academic Vocabulary within Core Content.

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 data analyses from formative, STAR 360 in Mathematics and Language Arts, Curriculum Assessments, Writing IAB's, and summative assessments, CAASPP in Mathematics and Language Art, ELPAC for English Learners, during the school year, teachers identify students in need of intervention and modify instruction based on Common Core State Standards in order to improve student achievement and academic growth.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school has been working on a school wide writing program, increasing vertical and grade level data analysis collaboration and focus on Common Core State Standards, Claims and Targets last year. In order to monitor student progress with purpose of increasing student achievement, teachers will use the STAR 360 assessments scores 4 times this year along with other assessment measures during their Professional Learning Community Collaboration time and will focus on planning first instruction concentrating on Writing Standards in all Content Areas, Reading in English Language Arts and Concepts and Procedures in Mathematics.

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 level and vertical teaming with specific focus on Writing, English Language Arts, Mathematics, and Dual Language Instruction. Professional Learning Teams are to focus on the 4 Essential questions: 1. What do we want students to learn or be able to do? (what are the goals and expectations for student learning) 2. How will we know they have learned it? (Giving common assessments and analyzing the results) 3. How will we respond when they don't learn? (Identify the students who didn't learn and the interventions that will be needed) 4. How will we respond if they do? (identify the students that did and identify what enrichment, extended learning or project based learning will be needed/provided).

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 including during this time of Distance Learning.

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 are provided multiple opportunities to meet in Professional Learning Communities to focus on analyzing first instruction, assessment data and reflect on their own practices with intention of planning and adjusting lessons for student scaffolds and instruction concentrating on Claims they have determined as focus. Counselor, ORC, Special Education, Paraeducators, ISP's, and Reading Specialist are providing daily interventionist in academics and social emotional needs of students.

Evidence-based educational practices to raise student achievement

Teachers are involved in grade level and vertical teaming collaboration to analyze student data in developing first instruction based on Common Core State Standards, using evidence based educational practices that increase student achievement by using Rigorous Depths of Knowledge, providing immediate and specific feedback to students on instruction and assessments, differentiating for their students, focusing on Writing Standards, and teacher belief that all students can progress, show growth in all academic areas and achieve success in school that will lead them to future success in college and career.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Chavez, we are planning to increase our parent grade level activities by involving our teachers. They will have Reading and Math nights for families at their different grade levels. We also plan on increasing our Parent Education training, which will include Canvas training for parents to learn to navigate the system to monitor their child's progress, Triple P sessions, MICOP Mommy and Me classes and Healthy Living by VCPH. We will also have other activities for parents to be involved at our school, such as Grade Level Field Trips. Parents will be encouraged to volunteer in the classroom and in school activities when it is safe to do so. Parents will also be encouraged to become involved in parent site groups such as School Site Council, Parent Teacher Association (PTA), and the English Advisory Committee (ELAC), which are being held via Zoom during this 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 School Website, Phone calls, PeachJar, email and a shared on bulletin boards and parent meetings. Parent representation is maintained in the Student Success Team meetings, English Language Advisory Committee meetings and Parent Teacher Association meetings to assist in supporting the success of students in school.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Funding will support evidence based first instruction, interventions, and Common Core California State Standards for student achievement through teacher collaboration. Kindergarten and second grade Paraprofessionals, Intervention Support Specialists for both K-5 and in Middle School will provide intervention supports within the school day. School Counselor, Outreach Specialist and Teachers will collaborate and develop plans to service Special Populations Student Groups.

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, ELAC and PTA, 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 2019-2020 and the beginning of the current school year 2020-2021.

Resource Inequities

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

The teachers conducted a needs assessment and identified two areas: time for collaboration, intervention supports for students in K-2 and middle school interventions. It was decided to fund an additional Intervention Support Provider and 4 paraprofessionals to support small group instruction.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | % | 0% | | | 0 |
| African American | 0.11% | % | 0.11% | 1 | | 1 |
| Asian | % | % | 0% | | | 0 |
| Filipino | 0.22% | % | 0.11% | 2 | | 1 |
| Hispanic/Latino | 98.14% | % | 98.42% | 896 | | 874 |
| Pacific Islander | 0.11% | % | 0.11% | 1 | | 1 |
| White | 1.42% | % | 1.24% | 13 | | 11 |
| Multiple/No Response | % | % | 0% | | | 0 |
| Total Enrollment | | | | 913 | | 888 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 97 | | 96 |
| Grade 1 | 93 | | 92 |
| Grade 2 | 96 | | 92 |
| Grade 3 | 99 | | 89 |
| Grade 4 | 109 | | 101 |
| Grade 5 | 98 | | 104 |
| Grade 6 | 104 | | 105 |
| Grade 7 | 115 | | 101 |
| Grade 8 | 102 | | 108 |
| Total Enrollment | 913 | | 888 |

Conclusions based on this data:

Conclusions based on this data: OSD district data has declined over the past two years and Chavez has followed the pattern. School enrollment is composed of 98% Latino/Hispanic school wide. Additionally, we are currently transitioning to a full Dual Language Immersion (DLI) school with a focus on biliteracy. In grades K-2, all students are enrolled in the DLI program. In 2nd-8th grades, we have students enrolled in the DLI program and Sheltered English Immersion classes. As the DLI program moves up the grades every year, our enrollment will continue to decline slightly as the class size in K-2 is smaller and students are not added to the program in the upper grades. Unfortunately, declining enrollment means a decrease in funds.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 480 | | | 54.1% |
| Fluent English Proficient (FEP) | | | 266 | | | 30.0% |
| Reclassified Fluent English Proficient (RFEP) | | | 111 | | | 20.7% |

Conclusions based on this data:

Conclusions based on data: Chavez has remained in the 60% range of English Learners for the past 2 years. Over the past 2 years our reclassification rate has increased. 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 EL's. Additionally, a focus on writing will 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.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 90 | 101 | 96 | 90 | 101 | 93 | 90 | 101 | 93 | 100 | 100 | 96.9 |
| Grade 4 | 97 | 112 | 105 | 97 | 112 | 104 | 97 | 112 | 104 | 100 | 100 | 99 |
| Grade 5 | 102 | 99 | 105 | 102 | 98 | 105 | 102 | 98 | 105 | 100 | 99 | 100 |
| Grade 6 | 127 | 103 | 97 | 126 | 103 | 97 | 126 | 103 | 97 | 99.2 | 100 | 100 |
| Grade 7 | 100 | 109 | 113 | 98 | 109 | 113 | 98 | 109 | 113 | 98 | 100 | 100 |
| Grade 8 | 106 | 104 | 104 | 103 | 104 | 104 | 103 | 104 | 104 | 97.2 | 100 | 100 |
| All Grades | 622 | 628 | 620 | 616 | 627 | 616 | 616 | 627 | 616 | 99 | 99.8 | 99.4 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2360. | 2360. | 2376. | 6.67 | 5.94 | 10.75 | 13.33 | 14.85 | 19.35 | 21.11 | 21.78 | 18.28 | 58.89 | 57.43 | 51.61 |
| Grade 4 | 2399. | 2411. | 2438. | 8.25 | 5.36 | 13.46 | 12.37 | 24.11 | 24.04 | 21.65 | 20.54 | 26.92 | 57.73 | 50.00 | 35.58 |
| Grade 5 | 2426. | 2443. | 2463. | 1.96 | 7.14 | 4.76 | 14.71 | 17.35 | 31.43 | 23.53 | 25.51 | 25.71 | 59.80 | 50.00 | 38.10 |
| Grade 6 | 2451. | 2450. | 2466. | 2.38 | 5.83 | 2.06 | 18.25 | 9.71 | 21.65 | 24.60 | 31.07 | 30.93 | 54.76 | 53.40 | 45.36 |
| Grade 7 | 2463. | 2478. | 2460. | 1.02 | 1.83 | 1.77 | 21.43 | 21.10 | 12.39 | 22.45 | 31.19 | 30.09 | 55.10 | 45.87 | 55.75 |
| Grade 8 | 2485. | 2494. | 2493. | 1.94 | 4.81 | 1.92 | 14.56 | 15.38 | 17.31 | 30.10 | 32.69 | 30.77 | 53.40 | 47.12 | 50.00 |
| All Grades | N/A | N/A | N/A | 3.57 | 5.10 | 5.68 | 15.91 | 17.22 | 20.94 | 24.03 | 27.11 | 27.27 | 56.49 | 50.56 | 46.10 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.89 | 9.90 | 10.75 | 28.89 | 39.60 | 44.09 | 62.22 | 50.50 | 45.16 |
| Grade 4 | 8.25 | 10.71 | 12.50 | 38.14 | 46.43 | 54.81 | 53.61 | 42.86 | 32.69 |
| Grade 5 | 4.90 | 14.29 | 11.43 | 42.16 | 33.67 | 48.57 | 52.94 | 52.04 | 40.00 |
| Grade 6 | 5.56 | 5.83 | 8.25 | 38.10 | 40.78 | 38.14 | 56.35 | 53.40 | 53.61 |
| Grade 7 | 8.16 | 5.50 | 2.65 | 35.71 | 37.61 | 29.20 | 56.12 | 56.88 | 68.14 |
| Grade 8 | 7.77 | 8.65 | 2.88 | 32.04 | 31.73 | 37.50 | 60.19 | 59.62 | 59.62 |
| All Grades | 7.14 | 9.09 | 7.95 | 36.04 | 38.44 | 41.88 | 56.82 | 52.47 | 50.16 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 5.56 | 5.94 | 8.60 | 44.44 | 29.70 | 36.56 | 50.00 | 64.36 | 54.84 |
| Grade 4 | 5.15 | 7.14 | 7.69 | 46.39 | 49.11 | 62.50 | 48.45 | 43.75 | 29.81 |
| Grade 5 | 9.80 | 11.22 | 14.29 | 42.16 | 40.82 | 53.33 | 48.04 | 47.96 | 32.38 |
| Grade 6 | 4.76 | 5.83 | 2.06 | 33.33 | 30.10 | 54.64 | 61.90 | 64.08 | 43.30 |
| Grade 7 | 4.08 | 5.50 | 5.31 | 39.80 | 46.79 | 52.21 | 56.12 | 47.71 | 42.48 |
| Grade 8 | 6.80 | 7.69 | 1.92 | 36.89 | 39.42 | 54.81 | 56.31 | 52.88 | 43.27 |
| All Grades | 6.01 | 7.18 | 6.66 | 40.10 | 39.55 | 52.60 | 53.90 | 53.27 | 40.75 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 7.78 | 7.92 | 11.83 | 54.44 | 59.41 | 60.22 | 37.78 | 32.67 | 27.96 |
| Grade 4 | 3.09 | 3.57 | 14.42 | 53.61 | 71.43 | 63.46 | 43.30 | 25.00 | 22.12 |
| Grade 5 | 2.94 | 10.20 | 6.67 | 61.76 | 47.96 | 61.90 | 35.29 | 41.84 | 31.43 |
| Grade 6 | 3.17 | 3.88 | 6.19 | 58.73 | 51.46 | 56.70 | 38.10 | 44.66 | 37.11 |
| Grade 7 | 2.04 | 1.83 | 4.42 | 51.02 | 52.29 | 53.98 | 46.94 | 45.87 | 41.59 |
| Grade 8 | 1.94 | 1.92 | 3.85 | 62.14 | 64.42 | 59.62 | 35.92 | 33.65 | 36.54 |
| All Grades | 3.41 | 4.78 | 7.79 | 57.14 | 58.05 | 59.25 | 39.45 | 37.16 | 32.95 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.67 | 10.89 | 6.45 | 40.00 | 34.65 | 52.69 | 53.33 | 54.46 | 40.86 |
| Grade 4 | 10.31 | 13.39 | 11.54 | 46.39 | 43.75 | 58.65 | 43.30 | 42.86 | 29.81 |
| Grade 5 | 5.88 | 10.20 | 14.29 | 37.25 | 50.00 | 45.71 | 56.86 | 39.80 | 40.00 |
| Grade 6 | 14.29 | 9.71 | 8.25 | 40.48 | 48.54 | 52.58 | 45.24 | 41.75 | 39.18 |
| Grade 7 | 5.10 | 15.60 | 7.96 | 45.92 | 42.20 | 41.59 | 48.98 | 42.20 | 50.44 |
| Grade 8 | 8.74 | 13.46 | 13.46 | 45.63 | 42.31 | 38.46 | 45.63 | 44.23 | 48.08 |
| All Grades | 8.77 | 12.28 | 10.39 | 42.53 | 43.54 | 48.05 | 48.70 | 44.18 | 41.56 |

Conclusions based on this data:

As CAASPP Assessments were cancelled last year, there is no new data to be analyzed. We will continue to impact change from 2018-2019 results. The percentage of students at the Not Met level has decreased since 2016-17 in all but 2 grades. Mean scale score has increased in all but one grade. The percentage of students below standard in each of the claims has also consistently decreased in most grade levels. Although we have made steady growth, the increases have not been significant in most areas. Students in grades four and five have consistently made large gains the last three years. Effective strategies in these grade levels will be identified and shared. The Reading claim has the most students "At or Above Standard" and has made gains overall over the last 3 years. This is a positive reflection of the work being done in grades K-2 to build strong foundational reading skills and the focus school-wide on reading AR daily for our students. The focus moving forward is to continue this growth and continue building upon the foundation. In all of the claims, there is a growing percentage of students in the "At

or Near Standard” level and we have put systems in place to improve student achievement and growth in all these areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 90 | 101 | 96 | 90 | 101 | 95 | 90 | 101 | 95 | 100 | 100 | 99 |
| Grade 4 | 97 | 112 | 105 | 97 | 112 | 105 | 97 | 112 | 105 | 100 | 100 | 100 |
| Grade 5 | 102 | 99 | 105 | 102 | 98 | 105 | 102 | 98 | 105 | 100 | 99 | 100 |
| Grade 6 | 127 | 104 | 97 | 126 | 104 | 97 | 126 | 104 | 97 | 99.2 | 100 | 100 |
| Grade 7 | 99 | 109 | 113 | 98 | 109 | 113 | 98 | 109 | 113 | 99 | 100 | 100 |
| Grade 8 | 106 | 104 | 104 | 103 | 104 | 103 | 103 | 104 | 103 | 97.2 | 100 | 99 |
| All Grades | 621 | 629 | 620 | 616 | 628 | 618 | 616 | 628 | 618 | 99.2 | 99.8 | 99.7 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2376. | 2380. | 2389. | 3.33 | 3.96 | 7.37 | 15.56 | 18.81 | 20.00 | 26.67 | 24.75 | 28.42 | 54.44 | 52.48 | 44.21 |
| Grade 4 | 2415. | 2414. | 2447. | 4.12 | 4.46 | 7.62 | 14.43 | 13.39 | 23.81 | 36.08 | 33.93 | 42.86 | 45.36 | 48.21 | 25.71 |
| Grade 5 | 2424. | 2428. | 2446. | 0.98 | 3.06 | 5.71 | 2.94 | 4.08 | 4.76 | 25.49 | 22.45 | 38.10 | 70.59 | 70.41 | 51.43 |
| Grade 6 | 2421. | 2422. | 2428. | 0.79 | 0.00 | 4.12 | 4.76 | 7.69 | 7.22 | 21.43 | 24.04 | 23.71 | 73.02 | 68.27 | 64.95 |
| Grade 7 | 2434. | 2433. | 2425. | 1.02 | 1.83 | 0.88 | 4.08 | 2.75 | 5.31 | 27.55 | 24.77 | 19.47 | 67.35 | 70.64 | 74.34 |
| Grade 8 | 2450. | 2462. | 2446. | 0.97 | 0.96 | 0.97 | 5.83 | 7.69 | 5.83 | 24.27 | 23.08 | 17.48 | 68.93 | 68.27 | 75.73 |
| All Grades | N/A | N/A | N/A | 1.79 | 2.39 | 4.37 | 7.63 | 9.08 | 11.00 | 26.62 | 25.64 | 28.32 | 63.96 | 62.90 | 56.31 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 10.00 | 9.90 | 17.89 | 32.22 | 33.66 | 30.53 | 57.78 | 56.44 | 51.58 |
| Grade 4 | 11.34 | 6.25 | 19.05 | 20.62 | 25.00 | 35.24 | 68.04 | 68.75 | 45.71 |
| Grade 5 | 0.98 | 4.08 | 6.67 | 16.67 | 15.31 | 24.76 | 82.35 | 80.61 | 68.57 |
| Grade 6 | 1.59 | 1.92 | 3.09 | 14.29 | 15.38 | 17.53 | 84.13 | 82.69 | 79.38 |
| Grade 7 | 1.02 | 2.75 | 2.65 | 18.37 | 19.27 | 15.93 | 80.61 | 77.98 | 81.42 |
| Grade 8 | 0.00 | 0.96 | 0.97 | 29.13 | 19.23 | 23.30 | 70.87 | 79.81 | 75.73 |
| All Grades | 3.90 | 4.30 | 8.25 | 21.43 | 21.34 | 24.43 | 74.68 | 74.36 | 67.31 |

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 5.56 | 12.87 | 10.53 | 42.22 | 33.66 | 40.00 | 52.22 | 53.47 | 49.47 |
| Grade 4 | 6.19 | 6.25 | 10.48 | 29.90 | 37.50 | 46.67 | 63.92 | 56.25 | 42.86 |
| Grade 5 | 0.00 | 4.08 | 8.57 | 35.29 | 27.55 | 34.29 | 64.71 | 68.37 | 57.14 |
| Grade 6 | 0.00 | 0.00 | 5.15 | 34.13 | 28.85 | 28.87 | 65.87 | 71.15 | 65.98 |
| Grade 7 | 2.04 | 1.83 | 2.65 | 28.57 | 25.69 | 30.09 | 69.39 | 72.48 | 67.26 |
| Grade 8 | 1.94 | 1.92 | 1.94 | 26.21 | 50.96 | 26.21 | 71.84 | 47.12 | 71.84 |
| All Grades | 2.44 | 4.46 | 6.47 | 32.63 | 34.08 | 34.30 | 64.94 | 61.46 | 59.22 |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 10.00 | 5.94 | 12.63 | 45.56 | 50.50 | 40.00 | 44.44 | 43.56 | 47.37 |
| Grade 4 | 6.19 | 7.14 | 16.19 | 39.18 | 33.93 | 49.52 | 54.64 | 58.93 | 34.29 |
| Grade 5 | 1.96 | 1.02 | 4.76 | 36.27 | 40.82 | 43.81 | 61.76 | 58.16 | 51.43 |
| Grade 6 | 4.76 | 1.92 | 6.19 | 31.75 | 27.88 | 26.80 | 63.49 | 70.19 | 67.01 |
| Grade 7 | 2.04 | 2.75 | 0.88 | 44.90 | 43.12 | 36.28 | 53.06 | 54.13 | 62.83 |
| Grade 8 | 0.97 | 1.92 | 2.91 | 39.81 | 38.46 | 36.89 | 59.22 | 59.62 | 60.19 |
| All Grades | 4.22 | 3.50 | 7.12 | 39.12 | 39.01 | 39.00 | 56.66 | 57.48 | 53.88 |

Conclusions based on this data:

As CAASPP Assessments were cancelled last year, there is no new data to be analyzed. We will continue to impact change from 2018-2019 results. The percentage of students at the Not Met Level has decreased since 2016-17 in all but 2 grades. Mean scale score has increased in all but 2 grades. Although still significant, trends show that the percentage of students below standard in each of the claims had declined. Grade 4 made significant increases at levels “At or Near Standard” and “Above standard” in all claims. Effective strategies by fourth grade teachers will be identified and shared. The percentage of students at the met/exceeded level frequently shows no growth and, in some cases, a decline in the middle grades. Math continues to be an area of focus. Teachers are focusing on math problem solving strategies and writing in the math curriculum. Teachers are using student data to provide targeted intervention and using Jo Boaler strategies for students so that gaps in learning are decreased.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1398.3 | | 1402.7 | | 1387.8 | | 80 |
| Grade 1 | | 1449.3 | | 1455.2 | | 1442.9 | | 81 |
| Grade 2 | | 1491.8 | | 1491.8 | | 1491.5 | | 73 |
| Grade 3 | | 1466.3 | | 1455.7 | | 1476.5 | | 44 |
| Grade 4 | | 1519.3 | | 1511.0 | | 1527.0 | | 52 |
| Grade 5 | | 1520.0 | | 1503.7 | | 1535.8 | | 36 |
| Grade 6 | | 1533.9 | | 1521.4 | | 1545.7 | | 19 |
| Grade 7 | | 1541.0 | | 1528.4 | | 1553.0 | | 27 |
| Grade 8 | | 1540.9 | | 1528.0 | | 1553.3 | | 20 |
| All Grades | | | | | | | | 432 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 5.00 | | 22.50 | | 48.75 | | 23.75 | | 80 |
| 1 | | 3.70 | | 35.80 | | 46.91 | | 13.58 | | 81 |
| 2 | | 16.44 | | 53.42 | | 24.66 | | 5.48 | | 73 |
| 3 | | 0.00 | | 31.82 | | 50.00 | | 18.18 | | 44 |
| 4 | | 23.08 | | 48.08 | | 25.00 | | 3.85 | | 52 |
| 5 | | 13.89 | | 47.22 | | 30.56 | | 8.33 | | 36 |
| 6 | | 15.79 | | 52.63 | | 31.58 | | 0.00 | | 19 |
| 7 | | 11.11 | | 59.26 | | 25.93 | | 3.70 | | 27 |
| 8 | | 5.00 | | 55.00 | | 40.00 | | 0.00 | | 20 |
| All Grades | | 9.95 | | 41.44 | | 37.50 | | 11.11 | | 432 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 6.25 | | 22.50 | | 40.00 | | 31.25 | | 80 |
| 1 | | 13.58 | | 39.51 | | 30.86 | | 16.05 | | 81 |
| 2 | | 34.25 | | 47.95 | | 13.70 | | 4.11 | | 73 |
| 3 | | 6.82 | | 54.55 | | 15.91 | | 22.73 | | 44 |
| 4 | | 40.38 | | 42.31 | | 15.38 | | 1.92 | | 52 |
| 5 | | 30.56 | | 44.44 | | 13.89 | | 11.11 | | 36 |
| 6 | | 31.58 | | 47.37 | | 21.05 | | 0.00 | | 19 |
| 7 | | 25.93 | | 48.15 | | 25.93 | | 0.00 | | 27 |
| 8 | | 20.00 | | 45.00 | | 30.00 | | 5.00 | | 20 |
| All Grades | | 21.53 | | 41.20 | | 24.07 | | 13.19 | | 432 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 3.75 | | 20.00 | | 66.25 | | 10.00 | | 80 |
| 1 | | 3.70 | | 24.69 | | 41.98 | | 29.63 | | 81 |
| 2 | | 12.33 | | 50.68 | | 23.29 | | 13.70 | | 73 |
| 3 | | 0.00 | | 18.18 | | 56.82 | | 25.00 | | 44 |
| 4 | | 9.62 | | 38.46 | | 44.23 | | 7.69 | | 52 |
| 5 | | 11.11 | | 22.22 | | 58.33 | | 8.33 | | 36 |
| 6 | | 5.26 | | 47.37 | | 42.11 | | 5.26 | | 19 |
| 7 | | 11.11 | | 33.33 | | 48.15 | | 7.41 | | 27 |
| 8 | | 0.00 | | 35.00 | | 55.00 | | 10.00 | | 20 |
| All Grades | | 6.48 | | 31.02 | | 47.45 | | 15.05 | | 432 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 1.25 | | 76.25 | | 22.50 | | 80 |
| 1 | | 41.98 | | 49.38 | | 8.64 | | 81 |
| 2 | | 43.84 | | 52.05 | | 4.11 | | 73 |
| 3 | | 4.55 | | 72.73 | | 22.73 | | 44 |
| 4 | | 32.69 | | 65.38 | | 1.92 | | 52 |
| 5 | | 8.33 | | 83.33 | | 8.33 | | 36 |
| 6 | | 15.79 | | 63.16 | | 21.05 | | 19 |
| 7 | | 14.81 | | 66.67 | | 18.52 | | 27 |
| 8 | | 15.00 | | 55.00 | | 30.00 | | 20 |
| All | | 22.92 | | 63.89 | | 13.19 | | 432 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 11.25 | | 51.25 | | 37.50 | | 80 |
| 1 | | 7.41 | | 72.84 | | 19.75 | | 81 |
| 2 | | 26.03 | | 68.49 | | 5.48 | | 73 |
| 3 | | 20.45 | | 59.09 | | 20.45 | | 44 |
| 4 | | 38.46 | | 53.85 | | 7.69 | | 52 |
| 5 | | 47.22 | | 38.89 | | 13.89 | | 36 |
| 6 | | 57.89 | | 42.11 | | 0.00 | | 19 |
| 7 | | 55.56 | | 44.44 | | 0.00 | | 27 |
| 8 | | 35.00 | | 60.00 | | 5.00 | | 20 |
| All Grades | | 26.16 | | 57.87 | | 15.97 | | 432 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 2.50 | | 83.75 | | 13.75 | | 80 |
| 1 | | 16.05 | | 49.38 | | 34.57 | | 81 |
| 2 | | 8.22 | | 76.71 | | 15.07 | | 73 |
| 3 | | 0.00 | | 59.09 | | 40.91 | | 44 |
| 4 | | 9.62 | | 76.92 | | 13.46 | | 52 |
| 5 | | 19.44 | | 66.67 | | 13.89 | | 36 |
| 6 | | 10.53 | | 52.63 | | 36.84 | | 19 |
| 7 | | 11.11 | | 55.56 | | 33.33 | | 27 |
| 8 | | 15.00 | | 50.00 | | 35.00 | | 20 |
| All Grades | | 9.49 | | 66.67 | | 23.84 | | 432 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|--------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 30.00 | | 57.50 | | 12.50 | | 80 |
| 1 | | 3.70 | | 76.54 | | 19.75 | | 81 |
| 2 | | 10.96 | | 71.23 | | 17.81 | | 73 |
| 3 | | 6.82 | | 81.82 | | 11.36 | | 44 |
| 4 | | 25.00 | | 69.23 | | 5.77 | | 52 |
| 5 | | 16.67 | | 77.78 | | 5.56 | | 36 |
| 6 | | 42.11 | | 57.89 | | 0.00 | | 19 |
| 7 | | 14.81 | | 81.48 | | 3.70 | | 27 |
| 8 | | 0.00 | | 100.00 | | 0.00 | | 20 |
| All Grades | | 15.97 | | 72.45 | | 11.57 | | 432 |

Conclusions based on this data:

Due to the fact that ELPAC testing was cancelled for 2019-20 school year due to Covid-19, there is no new data is available at this time. However, the data for the 2018-19 school year indicates that the Writing Domain is the lowest scoring with 6.48% of all ELs scoring at Level 4. Additionally, grades 3 and 8 both had 0.0% of the students scoring at Level 4. Because of this, our school will focus on writing across the all grades and curricular areas.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 896 | 94.2 | 59.9 | 0.4 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 537 | 59.9 |
| Foster Youth | 4 | 0.4 |
| Homeless | 36 | 4.0 |
| Socioeconomically Disadvantaged | 844 | 94.2 |
| Students with Disabilities | 74 | 8.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 1 | 0.1 |
| Filipino | 1 | 0.1 |
| Hispanic | 882 | 98.4 |
| Pacific Islander | 1 | 0.1 |
| White | 11 | 1.2 |





Conclusions based on this data:

If trends continue, our enrollment for this year will show a slight decline, but the EL and SED percentages should remain consistent with the past. Our focus on strong first instruction, targeted interventions based on data, and providing wrap around services focusing on the whole child will continue to support EL and SED students as well as foster youth, homeless, and students with disabilities. The percentage of students with disabilities has consistently increased over the past few years. Having high numbers of ELs in our school means we need to target our instruction with them in mind and monitor their progress to ensure they continue increasing in their acquisition of language. To ensure that this happens, teachers will ensure that both Designated and Integrated ELD are provided.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Yellow</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 533">Yellow</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p> | | |

Conclusions based on this data:

Conclusions: As a K-8, we have been focusing a lot on building a positive school culture in the classroom and throughout campus, to address both the academic and social emotional needs of students. We have made slight increases in ELA and Math, however, there continues to be a lot of need in all areas. The increases in math in the primary grades is negated by the stagnation/decrease as students move into the upper grades. We are working to address this decline with PLC's focusing on DuFour's 4 questions and the Cycle of Inquiry. The chronic absenteeism and suspension rate contribute to this decline. We will focus on continued growth throughout the grade levels

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p>  Yellow 58.9 points below standard Increased ++9.9 points 602 | <p>English Learners</p>  Yellow 69 points below standard Increased ++9.1 points 456 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| <p>Homeless</p>  No Performance Color 70.7 points below standard Increased Significantly ++16 points 33 | <p>Socioeconomically Disadvantaged</p>  Yellow 59.8 points below standard Increased ++10.1 points 577 | <p>Students with Disabilities</p>  Orange 137.2 points below standard Increased ++3.3 points 70 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 59 points below standard Increased ++10 points 599 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Students |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|---|
| 103.9 points below standard Increased ++6.7 points 192 | 43.6 points below standard Maintained ++2.6 points 264 | 53.8 points below standard Increased ++4.4 points 100 |

Conclusions based on this data:

Conclusions: Students in each of the subgroups increased scale score average. However, current EL's continue to be a subgroup that is furthest below standard. Although LTEL's remain an subgroup of focus, we are reclassifying students in grades 3, 4, and 5 at adequate levels. Strong first instruction with integrated and designated ELD interventions in all grades will help to decrease the points below standard. Targeted intervention for LTEL's is also needed to move students in this group.

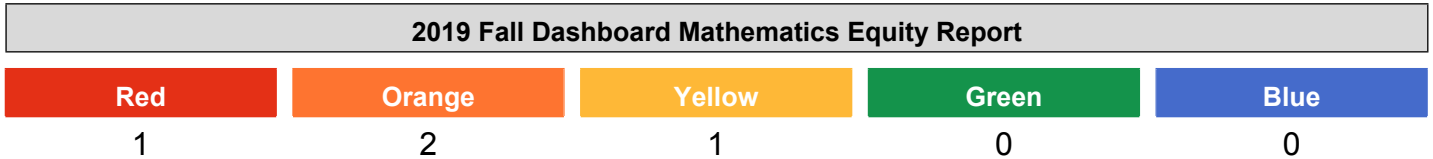
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Yellow 94.6 points below standard Increased ++7.4 points 602 | <p>English Learners</p>  Orange 101.2 points below standard Increased ++8.1 points 456 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| <p>Homeless</p>  No Performance Color 125.5 points below standard Declined -4 points 33 | <p>Socioeconomically Disadvantaged</p>  Orange 95.4 points below standard Increased ++7.3 points 577 | <p>Students with Disabilities</p>  Red 175.4 points below standard Declined Significantly -23 points 70 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|-------------------|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 94.5 points below standard Increased ++7.7 points 599 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 117.7 points below standard Increased ++7.4 points 192 | 89.2 points below standard Increased ++4.6 points 264 | 91.6 points below standard Maintained -2.5 points 100 |

Conclusions based on this data:

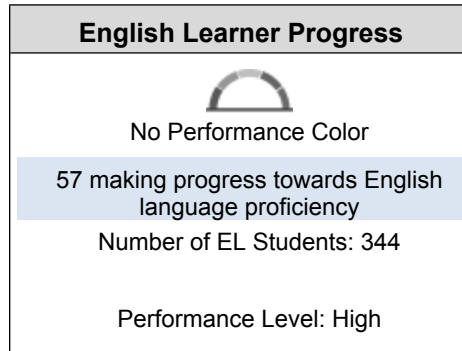
Conclusions: All subgroups made minimal gains in math and continue to be significantly below standard. RFEP students continue to have the lowest distance from met statistics despite maintaining scores. A focus on first instruction, targeted interventions, writing in the math curriculum, problem solving, sharing successful practices in PLCs will support growth for all subgroups.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 15.6 | 27.3 | 0.5 | 56.3 |

Conclusions based on this data:

Conclusions: In regards to English Learner Progress, we have made gains with the majority of students scoring at level 3 or 4. A majority of students meeting reclassification are in grades 3, 4, and 5 resulting in students in middle school who remain EL's need to be moved to a level 4 in order to reclassify. We will continue to support EL students and LTEL's by establishing a school-wide writing program, focus on AR reading daily, integrated and designated ELD instruction, and targeted interventions.

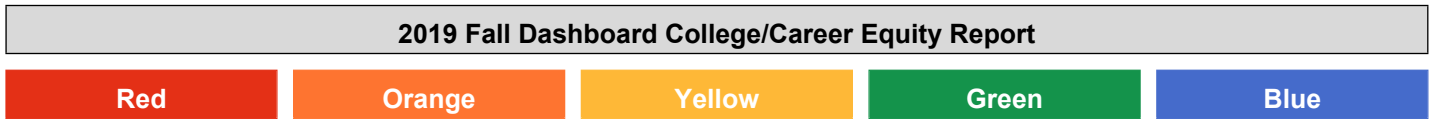
School and Student Performance Data

Academic Performance College/Career

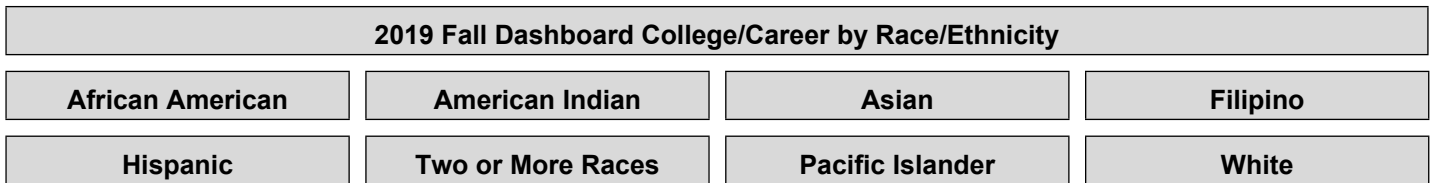
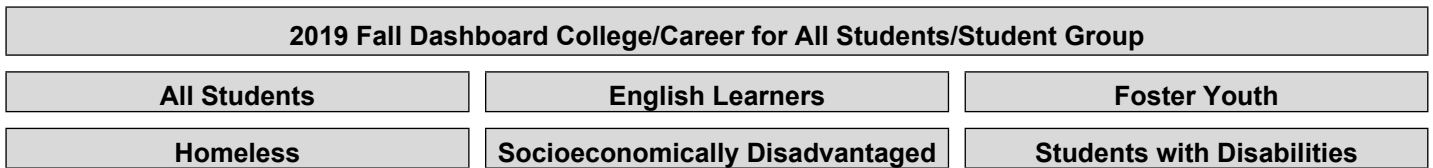
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

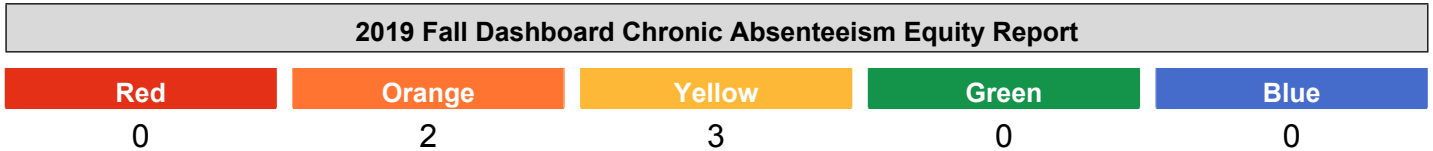
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  Yellow 7.2 Maintained +0.2 927 | <p>English Learners</p>  Orange 6.4 Increased +1.6 559 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |
| <p>Homeless</p>  Yellow 18.9 Declined -4.2 53 | <p>Socioeconomically Disadvantaged</p>  Yellow 7.2 Maintained +0.3 890 | <p>Students with Disabilities</p>  Orange 15.5 Maintained +0.1 103 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 7.3 Maintained +0.1 913 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Maintained 0 11 |

Conclusions based on this data:

Conclusions: The percentage of students chronically absent did not change significantly in any subgroup besides the homeless subgroup. Our new ORC will work on an attendance program to decrease chronic absenteeism and increase student attendance. The correlation between absentees and student academic performance is addressed at parent meetings, phone calls, and with individual students. We are working on identifying the reasons for absences and working with families to remove obstacles to attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

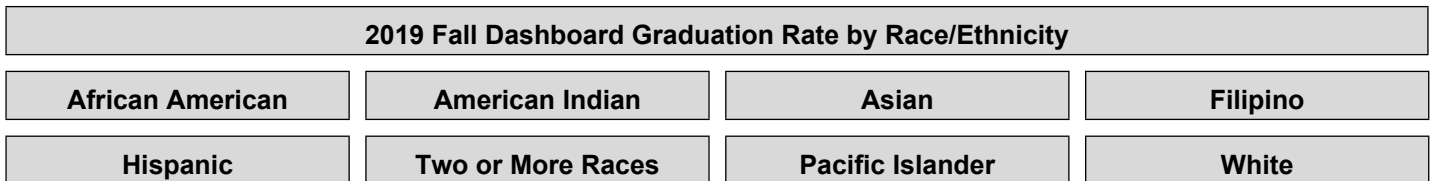
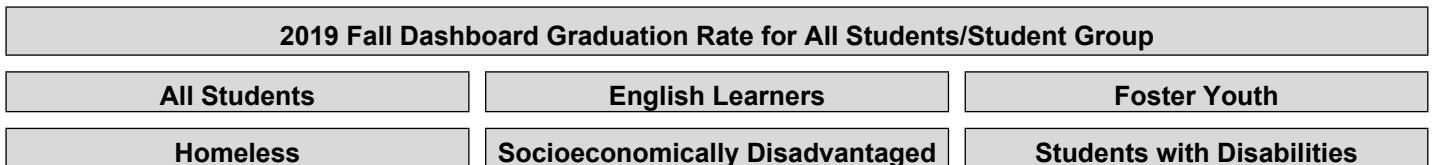
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

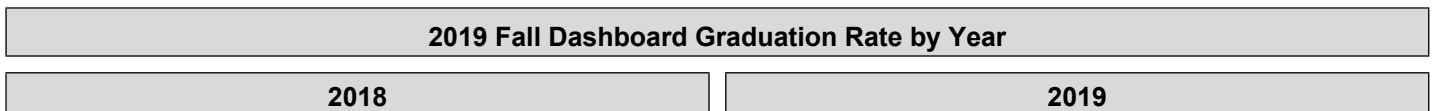
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

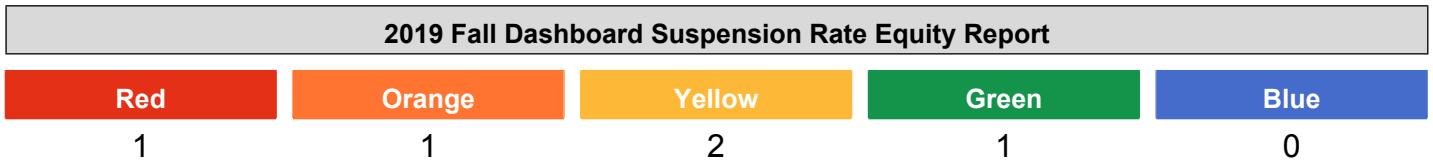
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>Yellow</p> <p>3.8</p> <p>Declined Significantly -1.6</p> <p>946</p> | <p>English Learners</p> <p>Green</p> <p>2.3</p> <p>Declined Significantly -1.3</p> <p>568</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>7</p> |
| <p>Homeless</p> <p>Orange</p> <p>9.3</p> <p>Declined -0.5</p> <p>54</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>4</p> <p>Declined Significantly -1.4</p> <p>906</p> | <p>Students with Disabilities</p> <p>Red</p> <p>6.7</p> <p>Increased +1.6</p> <p>105</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|-------------------|---|--|
|  No Performance Color Less than 11 Students - Data 1 | | |  No Performance Color Less than 11 Students - Data 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 3.9 Declined Significantly -1.6 932 | |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color 0 Maintained 0 11 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 5.4 | 3.8 |

Conclusions based on this data:

Conclusions: The suspension rate over the past 2 years has shown maintaining or declining rates in all subgroups. Our PBIS team, restorative justice practices, and focus on school climate has decreased the number of office referrals for suspendable offenses. However, some of the issues that do come to the office and addressed previously through other means of correction do, ultimately, require suspension. For example, the use of vaping has increased amongst middle school students. Topics like vaping will be addressed in expectation assemblies, SEL class lessons, TUPE lessons, and with parent groups such as Coffee with the Principal.

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 academic standards 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 2020- 2021 Kindergarten: 19% of students in Kindergarten scored At/Above Benchmark according to the FALL STAR 360 Early Literacy English Assessment Grade 1: 23% of students in 1st grade scored At/Above Benchmark according to the FALL STAR 360 Early Literacy English Assessment Grade 2: 12% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR English Early Literacy Skills Assessment 13% of students in 2nd grade scored At/Above Benchmark | Year of Assessment 2020- 2021 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: 80% 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: 14% of students in 3rd grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 4: 19% of students in 4th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 5: 13% of students in 5th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 6: 29% of students in 6th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 7: 23% of students in 7th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 8: 18% 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>30% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 3: 34% of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 4: 30% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 5: 27% 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: 35% of students in 7th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 8: 36% 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 2020-2021 | 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: 46% of students in Kindergarten scored At/Above Benchmark according to the FALL STAR 360 Early Literacy Spanish Assessment</p> <p>Grade 1: 46% of students in 1st grade scored At/Above Benchmark according to the FALL STAR 360 Early Literacy Spanish Assessment</p> <p>Grade 2: 61% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR Spanish Early Literacy Skills Assessment.</p> <p>50% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR Spanish Reading Assessment.</p> <p>Grade 3: 61% of students in 3rd grade scored At/Above Benchmark according to the FALL STAR Spanish Reading Assessment.</p> <p>Grade 4: 45% of students in 4th grade scored At/Above Benchmark according to the FALL STAR 360 Reading Spanish Assessment</p> <p>Grade 5: 49% of students in 5th grade scored At/Above Benchmark according to the FALL STAR 360 Reading Spanish Assessment</p> <p>Grade 6: 78% of students in 6th grade scored At/Above Benchmark according to the FALL STAR 360 Reading Spanish Assessment</p> <p>**Chavez does not have DLI in grades 7th and 8th grade yet.</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: 80% 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: 76% of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Spanish Reading Assessment</p> <p>Grade 4: 68% 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: 63% 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 2020-2021</p> <p>Grade 1: 9% of students in 1st grade scored At/Above Benchmark according to the FALL STAR 360 English Math Assessment</p> <p>Grade 2: 20% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR English Math Assessment.</p> <p>Grade 3: 19% of students in 3rd grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> <p>Grade 4: 19% of students in 4th grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> <p>Grade 5: 11% of students in 5th grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> <p>Grade 6: 15% of students in 6th grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> <p>Grade 7: 11% of students in 7th grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> | <p>Year of Assessment 2020-2021</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: 60% 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: 44 % of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 4: 30% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 5: 25% 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: 10% 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: 25% of students in 7th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 8: 30% 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 2020-2021 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 2020-2021.</p> <p>Increase the number of students Reclassified 2020-2021 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 | Discretionary 4000-4999: Books And Supplies Warehouse Materials |
| 3439 | Discretionary 5000-5999: Services And Other Operating Expenditures Duplo Equipment Maintenance (1250) and Maintenance Agreement for Xerox machines (2159) |
| 900 | Discretionary 5700-5799: Transfers Of Direct Costs Publication and Graphic Services |
| 17485 | Discretionary 4000-4999: Books And Supplies Replace and/or add old computer equipment and color printers |
| 20000 | LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies for Distance Learning (headphones, mini-white boards, chart paper, clipboards) |
| 9775 | Discretionary 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.

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 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 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. Teachers will 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
1000-1999: Certificated Personnel Salaries
Salaries

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)

1280

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Cost of substitutes 4 days two times for the year

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, Migran, Foster and Homeless

Strategy/Activity

Teachers will maximize their time with students during Synchronous time, 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 - Targeted
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
Teacher 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 implement learning visits with instructional Look For's and provide timely feedback. This is being done 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)

Centralized Services
1000-1999: Certificated Personnel Salaries salaries

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 will hold regular Coordinator Service Team (COST) and Student Success team (SST) meetings for at risk students in efforts to continue the MTSS/RTI Model of 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)

4970

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Substitute Teachers

500

Discretionary
2000-2999: Classified Personnel Salaries
Clerical OT

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

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)

| | |
|-------|---|
| | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Cost of Substitute teachers (See goal #1 Activity 10) |
| 29258 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Cost of site funded ISP |
| | Centralized Services 1000-1999: Certificated Personnel Salaries 2 ISPs District provided provide reading intervention with use of LLI Program |
| 83773 | Title I 2000-2999: Classified Personnel Salaries 4 Paraeducators to support Grades 1st and 2nd grade to support small group instruction |
| 652 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Para Subs |
| 9000 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Tutoring Teacher 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.

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)

Centralized Services
2000-2999: Classified Personnel Salaries
Classified Salaries: Librarian

District Funded
5000-5999: Services And Other Operating Expenditures

| | |
|------|--|
| | Accelerated Reader Program |
| 2000 | LCFF - Targeted 4000-4999: Books And Supplies Materials and supplies: Incentives |
| 1000 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Librarian extra hours |
| 1000 | LCFF - Targeted 4000-4999: Books And Supplies Library books |

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

Provide English Learners access to books in primary language to support primary language literacy skills and to support in 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)

16000

Source(s)

Title III
4000-4999: Books And Supplies
Purchase AR Spanish (L1 support) and English (for ELD) Library Books to support ELs

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

Teachers will implement the District EL Master Plan, which includes 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)

| | |
|--|---|
| | Centralized Services 1000-1999: Certificated Personnel Salaries 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.

| |
|------------------|
| 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 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 | Title III 1000-1999: Certificated Personnel Salaries cost of subs for meetings |
|-----|---|

| | |
|------|--|
| 7341 | Title III 1000-1999: Certificated Personnel Salaries extra hours tutoring |
|------|--|

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 K-6th grade |
|-------------------------|

Strategy/Activity

Implementation of Dual Language Immersion Program in Kindergarten through Sixth Grade. Teachers 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)

[Empty box for Amount(s)]

Centralized Services
1000-1999: Certificated Personnel Salaries 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

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 80 -120 minutes per week 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)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And Operating Expenditures
MyOn program, Lexia, and ST Math,

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.

Students with Special Needs

Strategy/Activity

Monitor students' with special needs progress on goals and objectives and make recommendations for 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) | Source(s) |
|-----------|--|
| 2880 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Cost of Subs to release teachers for IEPs (18 days) |
| 2880 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Cost of subs for RSP Teachers (18 days) |

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.

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) | Source(s) |
|-----------|--|
| 480 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Cost of Subs (3 days) |

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 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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 - Targeted
4000-4999: Books And Supplies
materials to suppor DLI classes

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

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)

Centralized Services
1000-1999: Certificated Personnel Salaries
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.

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.

All students, with focus on Special Education, Foster, Homeless

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)

1000

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
Contract for Shredding Services

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.

Students in grades K-6th

Strategy/Activity

Dual Language Immersion new teachers will observe other teachers in other DLI programs (including via Zoom) and 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)

2000

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Substitute Teachers, or 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.

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.

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) |
|-----------|---|
| 500 | LCFF - Targeted 5700-5799: Transfers Of Direct Costs Field Trip transportation |
| 4500 | LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Field Trip services, entrance fees, and Contract |

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.

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, such as CABE to improve instructional practices, and improve student progress and engagement. (District adopted technology platforms and programs Lexia, St Math, canvas 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)

| | |
|------|---|
| 100 | Title III 5000-5999: Services And Other Operating Expenditures CABE Conference Ventura Chapter - Professional Development for ELD |
| 2000 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries teacher extra hours to attend PD |

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.

Middle School students

Strategy/Activity

Academic incentives will be provided to motivate and engage students in Middle School. to maintain targeted 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)

1000

LCFF - Targeted
4000-4999: Books And Supplies
Academic Incentives

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.

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) |
|-----------|---|
| 2000 | LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Field Trip transportation and/or services, entrance fees, and operations |
| 1000 | LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies |

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

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 - Targeted 1000-1999: Certificated Personnel Salaries Teacher Extra hours for Leadership Team Members |

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.

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)

ASES
4000-4999: Books And Supplies
Professional Development and training materials.

Strategy/Activity 38

Students to be Served by this Strategy/Activity

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

ASES
1000-1999: Certificated Personnel Salaries
Teacher extra hours

Strategy/Activity 39

Students to be Served by this Strategy/Activity

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

This goal pertains 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)

[Empty box for Amount(s)]

ASES
4000-4999: Books And Supplies
Extra Hourly Time for Teachers, Supplies,
Refreshments

Strategy/Activity 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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 as our instruction moved to distance learning in March. While we tried to maintain high levels of learning for our students, the data was inconsistent due to the following; there were 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. However, the STAR Assessment Data that we had from the Winter Benchmark, indicated that we were on track to reaching the expected outcomes.

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 teacher collaboration, classroom libraries and other materials to support instruction this last school year that were not used entirely. In addition, other funds allocated and not used completely were intended to support the DLI program and teacher growth on best practices. This year, teachers will continue to collaborate within the context of Professional Learning Communities with a focus on strong first instruction and systematic writing instruction across all grade levels. Additionally, teachers will collaborate to implement the cycle of inquiry, monitor students progress through the RTI/MTSS model, identify students in need of small group

intervention, and extend opportunities for students to learn if they are not making progress towards the goal.

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. In addition to the goal to increase the percentage of students in the Met/Exceed Standard on the CAASPP, we have added a goal to decrease the percentage of students in the Not Met and Nearly Met Standard by 5%. As a school we have decided to add the Student Growth Percentile (SGP) from the STAR 360 assessments. 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. This year's funding will reflect distance learning needs of students and provide professional development and support for staff to integrate our new district-wide Learning Management System (LMS) called Canvas to help improve engagement of students during virtual 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

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 - Targeted 1000-1999: Certificated Personnel Salaries PBIS team extra hours |
| 500 | LCFF - Targeted 4000-4999: Books And Supplies Print Posters and banners of Guidelines for Success |

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 None Specified |

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) |
|-----------|---|
| | Centralized Services 2000-2999: Classified Personnel Salaries Classified Salaries for Outreach Specialist |
| 1000 | LCFF - Targeted 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)

Centralized Services
1000-1999: Certificated Personnel Salaries
Classified Salaries for Counselor

1000

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Certificated Salaries: Extra time

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

In order to support the Core Academics of students and keep them drug free, the school will implement Minnesota Smoking Prevention Program in 6th grade and Project Alert in 7th 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)

TUPE
MSPP & Project Alert programs

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

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
1000-1999: Certificated Personnel 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 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)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
(See Goal 1 Activity # 10)

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 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)

Centralized Services
1000-1999: Certificated Personnel Salaries
salaries

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 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)

3000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Playground equipment, signage and cones

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

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)

Centralized Services
1000-1999: Certificated Personnel Salaries
Admin

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 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 - Targeted 1000-1999: Certificated Personnel Salaries Safety Committee extra hours (maybe classified extra hours as well if part of the committee) |
| 1000 | LCFF - Targeted 4000-4999: Books And Supplies Materials to support implementation of safety plan |

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

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) |
|-----------|--|
| | District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: 7 Campus Assistants |
| 11700 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: For an additional campus supervisor (4 hours) for 130 days |
| 2000 | Discretionary 2000-2999: Classified Personnel Salaries Classified Salaries: Subs or Extra Time |

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

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 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.

3rd to 8th Grade

Strategy/Activity

Third 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 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

To increase meaningful participation and build school culture, the school will implement spirit weeks throughout the year and conduct Schoolwide Monthly 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)

[Empty box for Amount(s)]

Centralized Services
None Specified

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 5th and 7th Grade will participate in the California Healthy Kids Survey. In addition, parents will take the California School Parents Survey and teachers will take the California School Teacher's Survey for data collection related to social-emotional health and well-being.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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)]

TUPE
Surveys

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.

Middle School students

Strategy/Activity

Students in 6th, 7th, and 8th grade will participate in the tobacco use prevention program, Friday Night Live (FNL).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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)]

TUPE
Prevention Program

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

In order to support students with Engagement during Distance Learning, teachers will implement reward system for those students who have their cameras on and submit their work. The Office will support teachers by providing the incentives to students. Parents will be invited to bring their students to collect their rewards following the Safety guidelines under 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)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
campus assistants assist with distribution

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.

All students

Strategy/Activity

Student attendance will be monitored. School will hold meetings with school representative and provide specific interventions and support to students and families in meetings when concerned with absences and tardies. Students will also receive incentives for improved attendance such as awards, prizes and end of year field trip (when it is allowable under 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) |
|-----------|---|
| 1000 | LCFF - Targeted 4000-4999: Books And Supplies Attendance Incentives |
| 2000 | LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Field Trip as incentive |

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 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 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.

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) |
|-----------|---|
| 500 | Title III 2000-2999: Classified Personnel Salaries campus supervisor extra hours for baby sitting |
| 500 | Title III 4000-4999: Books And Supplies Refreshments, snacks and food for parents and students |

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: 2019-20

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, school was closed March 2020, therefore we were not able to accurately measure our goals. However, data showed we met some of the expected outcomes such as the suspension rate which significantly decreased going from 5.59% in 2018-19 to 1.70% in 2019-20. 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.

The money that was budgeted for field trips and social skills assemblies was sufficient to cover the planned activities, however, these activities were not fully implemented due to school closures in March 2020. Therefore we had an excess of funds.

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.

Through Distant Learning, School is including all stakeholders in developing the actions and strategies for this plan, including community, campus assistants, students and parents. The annual outcome is to implement the school-wide guidelines for success while instruction is on Zoom, develop a structured and safe playground for when it is permitted to be back, and improve school climate. We will continue to implement systems and processes to improve student attendance and hold informational meeting with parents.

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 12 parents attended ELAC Meeting last year. | Increase parent attendance to ELAC Meetings by 25% this year as measured by the parent sign in sheets at the different education. |
| Distance Learning Parent 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

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)

District Funded
1000-1999: Certificated Personnel 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, 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)

100

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Classified Salaries: Babysitting

District Funded
1000-1999: Certificated Personnel Salaries
Counselor

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) |
|-----------|--|
| 200 | Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Translation |
| 200 | LCFF - Targeted 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 translators, babysitting 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) |
|-----------|---|
| 100 | LCFF - Targeted 4000-4999: Books And Supplies Materials, Supplies, Food |
| 200 | Title III 2000-2999: Classified Personnel Salaries Mixteco Translation |

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)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
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)

200

LCFF - Targeted
4000-4999: Books And Supplies
Food snacks if we are back

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)

100

Title III
1000-1999: Certificated Personnel Salaries

Certificated Salaries: Extra clerical support for 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

Hold a Kindergarten Orientation for incoming Kinder students and sixth grade students. Teachers discuss academic expectation and parent students 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)

Centralized Services
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)

Centralized Services
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)

Source(s)

500

Discretionary
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 CABE parent 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)

500

Title III
5000-5999: Services And Other Operating
Expenditures
Travel and Conference

500

Title III
1000-1999: Certificated Personnel Salaries
Teacher 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.

Homeless and Foster Youth

Strategy/Activity

The School will provide support to homeless and foster youth families through the school counselor and outreach specialist. 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)

300

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Classified Salaries: Extra Time

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. These meeting will have Mixteco translators, babysitting, food and beverages provided. 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)

750

Source(s)

Title III
4000-4999: Books And Supplies
Materials and Supplies, including food and
beverages

200

Title III
2000-2999: Classified Personnel Salaries
Classified Salaries: Babysitting

300

Title III

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

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 child in turning in their 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)

100

District Funded
1000-1999: Certificated Personnel Salaries
Personal Services

Discretionary
5000-5999: Services And Other Operating
Expenditures
cost for graphics

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

Grade levels will host their families to a virtual celebration of learning event (or in person as Covid-19 permits).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 - Targeted
1000-1999: Certificated Personnel Salaries

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.

8th Grade

Strategy/Activity

Invite parents to participate in their child's promotion to 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)

1000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Expenses related to 8th grade promotion,

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 an Parent Needs Survey (Distance Learning) 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)

Centralized Services
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.

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: 2019-20

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.

Chavez has been able to successfully communicate with parents through EdConnect calls, Blackboard text messages, Twitter, Facebook, school marquee, website, and PeachJar. The successful communication has helped families support their children and the school in accomplishing our goal of student success. We are hoping to receive positive feedback from the data in the parent CHKS survey, further increase parent communication, and increase 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.

Despite beginning the year in remote learning, we continue to plan to hold virtual parent nights, virtual parenting classes, and virtual parent meetings. We plan to keep parents informed through webinars. Webinar topics 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 | \$144,222.00 |
| 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 | \$290,123.00 |

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 | \$83,773.00 |
| Title III | \$28,151.00 |

Subtotal of additional federal funds included for this school: \$111,924.00

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 (\$) |
|-------------------------|-------------|
| Discretionary | \$55,699.00 |
| LCFF - Intervention | \$29,258.00 |
| LCFF - Targeted | \$93,242.00 |

Subtotal of state or local funds included for this school: \$178,199.00

Total of federal, state, and/or local funds for this school: \$290,123.00

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 | 83773 | 0.00 |
| Title III | 28151 | 0.00 |
| LCFF - Targeted | 93242 | 0.00 |
| LCFF - Intervention | 29258 | 0.00 |
| Discretionary | 55699 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| Discretionary | 55,699.00 |
| LCFF - Intervention | 29,258.00 |
| LCFF - Targeted | 93,242.00 |
| Title I | 83,773.00 |
| Title III | 28,151.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---------------------|-----------|
| 2000-2999: Classified Personnel Salaries | Discretionary | 2,500.00 |
| 4000-4999: Books And Supplies | Discretionary | 47,760.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 4,539.00 |
| 5700-5799: Transfers Of Direct Costs | Discretionary | 900.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 29,258.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 35,490.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 14,952.00 |

| | | |
|---|-----------------|-----------|
| 4000-4999: Books And Supplies | LCFF - Targeted | 33,800.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 4,000.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF - Targeted | 500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Targeted | 4,500.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 83,773.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 8,901.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 1,400.00 |
| 4000-4999: Books And Supplies | Title III | 17,250.00 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 600.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 255,673.00 |
| Goal 2 | 26,200.00 |
| Goal 3 | 8,250.00 |

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 |
|----------------------|----------------------------|
| Adriana Morales | Parent or Community Member |
| Florencia Zavala | Parent or Community Member |
| Maria Teresa Salazar | Parent or Community Member |
| Evaristo Penafort | Parent or Community Member |
| Elizabeth Miravete | Parent or Community Member |
| Teresa Silvas | Other School Staff |
| Elsa Cortes | Classroom Teacher |
| Laura Silva | Classroom Teacher |
| Rosalinda Rodarte | Classroom Teacher |
| Bertha M. Anguiano | Principal |

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



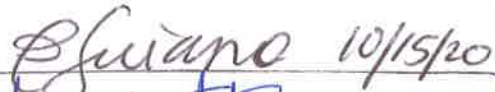
English Learner Advisory Committee

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 10/15/2020.

Attested:



Principal, Bertha M. Anguiano on 10/15/20



SSC Chairperson, Maria Teresa Salazar on 10/15/20

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Signature

Committee or Advisory Group Name

School Site Council

English Learner Advisory Committee

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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.

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Attested:

Principal, Bertha M. Anguiano on 10/15/20

SSC Chairperson, Maria Teresa Salazar on 10/15/20

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 |
|-------------------|-----------------------------------|--|---------------------------|
| Curren School K-8 | 56725386055263 | 10/12/20 | November 4, 2020 |

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, Curren School is committed to providing the best educational program possible for our students. Our Vision and Mission have not changed due to COVID-19 and Distance Learning, but have evolved and adjusted to meet the needs of our students. Our vision of empowering all students not just to know, but to become has been highlighted under the current circumstances. 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 a virtual setting where we rely more on the individual and home setting more than ever before. 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 for this year will be 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. Due to COVID-19 and the expected learning loss for students – we will concentrate our efforts on priority instructional standards about content priorities 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 that will. We will continue to look for new efficiencies in the curriculum that are critical for the unique challenges that have resulted from school closures and anticipated disruptions in the year ahead. Curren’s plan is to be dynamic and intentional with

instruction and build professional learning communities (PLCs) to support this endeavor. Offering a rigorous academic curriculum taught using data driven instructional practices will 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. 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/expectations for parents during Distance Learning and with this ever-changing 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 parental opportunities to participate in their child's academic and social-emotional growth. By achieving high academic standards across all content areas, supporting the socio-emotional growth of our students in a safe, positive learning environment, and strengthening our home-school partnerships to increase parental involvement, Curren 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.

Based on 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 like Zoom has 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, both in a virtual setting and in-person. 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 unique challenges of this year and expected disruptions, find new efficiencies in the curriculum that are critical due to school closures. Dual Language Immersion teachers need specific time to collaborate as Spanish/English counterparts 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 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.

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 who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Site Principals function as instructional leaders.

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

Current 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. 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, ST Math, AR, and STAR 360 (see Goal 1 Action 9, 15, and 24). 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 (See Goal 1 Action 11)

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 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 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 that we have culturally relevant family nights to promote a strong community at the school. 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 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 current 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

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.

Shortage of substitutes 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.19% | % | 0.1% | 2 | | 1 |
| African American | 0.96% | % | 0.49% | 10 | | 5 |
| Asian | 0.19% | % | 0.39% | 2 | | 4 |
| Filipino | 0.29% | % | 0.2% | 3 | | 2 |
| Hispanic/Latino | 95.20% | % | 95.58% | 991 | | 972 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 2.79% | % | 2.56% | 29 | | 26 |
| Multiple/No Response | % | % | 0.69% | | | 0 |
| Total Enrollment | | | | 1041 | | 1,017 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 96 | | 98 |
| Grade 1 | 98 | | 103 |
| Grade 2 | 108 | | 104 |
| Grade 3 | 116 | | 102 |
| Grade 4 | 123 | | 116 |
| Grade 5 | 136 | | 110 |
| Grade 6 | 140 | | 121 |
| Grade 7 | 123 | | 134 |
| Grade 8 | 101 | | 129 |
| Total Enrollment | 1,041 | | 1,017 |

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 2nd 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 485 | | | 47.7% |
| Fluent English Proficient (FEP) | | | 274 | | | 26.9% |
| Reclassified Fluent English Proficient (RFEP) | | | 81 | | | 15.9% |

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 2019-2020, 74 students met the criteria to reclassify based on previous scores from 2018-2019 school year. Due to school closures, distance learning, and projected interruptions to the school year it will be 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 2018-2019 data show that do not reclassify at the same rate in grades 6-8 as 2-5.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 120 | 105 | 102 | 120 | 103 | 100 | 120 | 103 | 100 | 100 | 98.1 | 98 |
| Grade 4 | 126 | 121 | 101 | 125 | 121 | 100 | 125 | 121 | 100 | 99.2 | 100 | 99 |
| Grade 5 | 132 | 133 | 116 | 131 | 132 | 115 | 131 | 132 | 115 | 99.2 | 99.2 | 99.1 |
| Grade 6 | 129 | 140 | 133 | 129 | 138 | 133 | 129 | 138 | 133 | 100 | 98.6 | 100 |
| Grade 7 | 97 | 125 | 131 | 96 | 122 | 130 | 96 | 122 | 130 | 99 | 97.6 | 99.2 |
| Grade 8 | 108 | 96 | 119 | 108 | 96 | 116 | 108 | 96 | 116 | 100 | 100 | 97.5 |
| All Grades | 712 | 720 | 702 | 709 | 712 | 694 | 709 | 712 | 694 | 99.6 | 98.9 | 98.9 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2377. | 2380. | 2397. | 8.33 | 11.65 | 17.00 | 17.50 | 14.56 | 19.00 | 24.17 | 30.10 | 27.00 | 50.00 | 43.69 | 37.00 |
| Grade 4 | 2420. | 2400. | 2409. | 8.80 | 9.09 | 11.00 | 22.40 | 13.22 | 14.00 | 21.60 | 22.31 | 26.00 | 47.20 | 55.37 | 49.00 |
| Grade 5 | 2425. | 2439. | 2437. | 2.29 | 4.55 | 5.22 | 17.56 | 21.21 | 20.87 | 23.66 | 19.70 | 20.87 | 56.49 | 54.55 | 53.04 |
| Grade 6 | 2456. | 2439. | 2457. | 0.78 | 0.72 | 1.50 | 17.05 | 12.32 | 14.29 | 34.11 | 28.26 | 33.83 | 48.06 | 58.70 | 50.38 |
| Grade 7 | 2487. | 2452. | 2492. | 0.00 | 1.64 | 5.38 | 20.83 | 13.11 | 20.00 | 37.50 | 22.13 | 29.23 | 41.67 | 63.11 | 45.38 |
| Grade 8 | 2519. | 2502. | 2499. | 3.70 | 1.04 | 2.59 | 25.00 | 19.79 | 18.10 | 33.33 | 37.50 | 33.62 | 37.96 | 41.67 | 45.69 |
| All Grades | N/A | N/A | N/A | 4.09 | 4.63 | 6.63 | 19.89 | 15.59 | 17.72 | 28.63 | 26.12 | 28.67 | 47.39 | 53.65 | 46.97 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.33 | 11.65 | 18.00 | 38.33 | 41.75 | 44.00 | 53.33 | 46.60 | 38.00 |
| Grade 4 | 11.20 | 8.26 | 8.00 | 45.60 | 38.84 | 43.00 | 43.20 | 52.89 | 49.00 |
| Grade 5 | 3.82 | 8.33 | 8.70 | 41.98 | 44.70 | 44.35 | 54.20 | 46.97 | 46.96 |
| Grade 6 | 3.10 | 2.17 | 4.51 | 38.76 | 29.71 | 35.34 | 58.14 | 68.12 | 60.15 |
| Grade 7 | 4.17 | 4.92 | 6.15 | 40.63 | 26.23 | 39.23 | 55.21 | 68.85 | 54.62 |
| Grade 8 | 14.81 | 5.21 | 7.76 | 38.89 | 38.54 | 40.52 | 46.30 | 56.25 | 51.72 |
| All Grades | 7.48 | 6.60 | 8.50 | 40.76 | 36.38 | 40.78 | 51.76 | 57.02 | 50.72 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 12.50 | 7.77 | 13.00 | 37.50 | 46.60 | 49.00 | 50.00 | 45.63 | 38.00 |
| Grade 4 | 12.00 | 7.44 | 9.00 | 49.60 | 38.84 | 49.00 | 38.40 | 53.72 | 42.00 |
| Grade 5 | 6.11 | 12.12 | 6.96 | 42.75 | 36.36 | 46.96 | 51.15 | 51.52 | 46.09 |
| Grade 6 | 5.43 | 0.72 | 3.76 | 40.31 | 36.23 | 48.12 | 54.26 | 63.04 | 48.12 |
| Grade 7 | 7.29 | 5.74 | 5.38 | 48.96 | 37.70 | 54.62 | 43.75 | 56.56 | 40.00 |
| Grade 8 | 7.41 | 5.21 | 6.03 | 54.63 | 61.46 | 43.97 | 37.96 | 33.33 | 50.00 |
| All Grades | 8.46 | 6.46 | 7.06 | 45.28 | 41.85 | 48.70 | 46.26 | 51.69 | 44.24 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.67 | 6.80 | 15.00 | 63.33 | 62.14 | 68.00 | 30.00 | 31.07 | 17.00 |
| Grade 4 | 5.60 | 5.79 | 10.00 | 48.80 | 68.60 | 59.00 | 45.60 | 25.62 | 31.00 |
| Grade 5 | 5.34 | 6.82 | 5.22 | 50.38 | 47.73 | 46.09 | 44.27 | 45.45 | 48.70 |
| Grade 6 | 3.88 | 3.62 | 5.26 | 65.12 | 54.35 | 57.89 | 31.01 | 42.03 | 36.84 |
| Grade 7 | 10.42 | 0.82 | 5.38 | 48.96 | 43.44 | 60.77 | 40.63 | 55.74 | 33.85 |
| Grade 8 | 6.48 | 4.17 | 5.17 | 72.22 | 62.50 | 62.07 | 21.30 | 33.33 | 32.76 |
| All Grades | 6.21 | 4.63 | 7.35 | 58.11 | 55.90 | 58.79 | 35.68 | 39.47 | 33.86 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 12.50 | 17.48 | 14.00 | 46.67 | 43.69 | 45.00 | 40.83 | 38.83 | 41.00 |
| Grade 4 | 9.60 | 11.57 | 13.00 | 52.80 | 39.67 | 38.00 | 37.60 | 48.76 | 49.00 |
| Grade 5 | 9.16 | 13.64 | 6.96 | 38.93 | 41.67 | 46.96 | 51.91 | 44.70 | 46.09 |
| Grade 6 | 6.20 | 10.14 | 7.52 | 50.39 | 46.38 | 48.12 | 43.41 | 43.48 | 44.36 |
| Grade 7 | 11.46 | 8.20 | 13.85 | 51.04 | 36.89 | 44.62 | 37.50 | 54.92 | 41.54 |
| Grade 8 | 12.96 | 8.33 | 9.48 | 48.15 | 57.29 | 43.10 | 38.89 | 34.38 | 47.41 |
| All Grades | 10.16 | 11.52 | 10.66 | 47.81 | 43.82 | 44.52 | 42.03 | 44.66 | 44.81 |

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 2020. The data and analysis remains largely unchanged from the previous year. Curren has made slight progress in the area of Language Arts. From grades 3-8, we made between 2-9% growth in the Met/Exceeds area for the 2018-2019 school year. In grades 6th and 8th, the percentage of students in the M/E category has fluctuated depending on the year. None the less, two thirds of our students continue to perform below grade level. The areas of greatest concern are in written language and research/inquiry. Students continue to struggle with analyzing and presenting information. Further examination of the data revealed that processing the text and application were areas. In order to improve writing and research, students need to have better reading comprehension skills.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 120 | 105 | 102 | 120 | 103 | 100 | 120 | 103 | 100 | 100 | 98.1 | 98 |
| Grade 4 | 126 | 121 | 101 | 125 | 121 | 100 | 125 | 121 | 98 | 99.2 | 100 | 99 |
| Grade 5 | 132 | 133 | 116 | 131 | 133 | 115 | 130 | 133 | 115 | 99.2 | 100 | 99.1 |
| Grade 6 | 129 | 140 | 133 | 129 | 138 | 133 | 129 | 138 | 133 | 100 | 98.6 | 100 |
| Grade 7 | 97 | 125 | 131 | 96 | 122 | 131 | 96 | 122 | 130 | 99 | 97.6 | 100 |
| Grade 8 | 108 | 96 | 119 | 108 | 96 | 116 | 108 | 96 | 116 | 100 | 100 | 97.5 |
| All Grades | 712 | 720 | 702 | 709 | 713 | 695 | 708 | 713 | 692 | 99.6 | 99 | 99 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2386. | 2386. | 2404. | 4.17 | 0.97 | 14.00 | 19.17 | 23.30 | 20.00 | 32.50 | 29.13 | 28.00 | 44.17 | 46.60 | 38.00 |
| Grade 4 | 2416. | 2413. | 2417. | 0.00 | 4.13 | 1.02 | 17.60 | 14.05 | 17.35 | 34.40 | 33.06 | 33.67 | 48.00 | 48.76 | 47.96 |
| Grade 5 | 2407. | 2420. | 2420. | 0.77 | 0.75 | 2.61 | 4.62 | 3.01 | 5.22 | 16.92 | 29.32 | 24.35 | 77.69 | 66.92 | 67.83 |
| Grade 6 | 2427. | 2417. | 2425. | 0.00 | 1.45 | 0.75 | 5.43 | 4.35 | 4.51 | 28.68 | 23.19 | 22.56 | 65.89 | 71.01 | 72.18 |
| Grade 7 | 2447. | 2432. | 2434. | 0.00 | 0.82 | 2.31 | 5.21 | 6.56 | 3.85 | 35.42 | 21.31 | 26.15 | 59.38 | 71.31 | 67.69 |
| Grade 8 | 2465. | 2455. | 2446. | 1.85 | 0.00 | 0.00 | 6.48 | 5.21 | 4.31 | 27.78 | 23.96 | 17.24 | 63.89 | 70.83 | 78.45 |
| All Grades | N/A | N/A | N/A | 1.13 | 1.40 | 3.18 | 9.89 | 8.98 | 8.53 | 28.95 | 26.65 | 25.00 | 60.03 | 62.97 | 63.29 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 15.00 | 9.71 | 19.00 | 28.33 | 35.92 | 37.00 | 56.67 | 54.37 | 44.00 |
| Grade 4 | 3.20 | 7.44 | 4.08 | 31.20 | 20.66 | 28.57 | 65.60 | 71.90 | 67.35 |
| Grade 5 | 3.08 | 2.26 | 4.35 | 8.46 | 17.29 | 14.78 | 88.46 | 80.45 | 80.87 |
| Grade 6 | 0.00 | 2.17 | 0.75 | 22.48 | 16.67 | 16.54 | 77.52 | 81.16 | 82.71 |
| Grade 7 | 1.04 | 3.28 | 3.08 | 23.96 | 20.49 | 20.00 | 75.00 | 76.23 | 76.92 |
| Grade 8 | 2.78 | 0.00 | 0.86 | 22.22 | 16.67 | 13.79 | 75.00 | 83.33 | 85.34 |
| All Grades | 4.24 | 4.07 | 4.91 | 22.60 | 20.90 | 21.10 | 73.16 | 75.04 | 73.99 |

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 10.83 | 6.80 | 18.00 | 43.33 | 49.51 | 37.00 | 45.83 | 43.69 | 45.00 |
| Grade 4 | 4.80 | 5.79 | 9.18 | 38.40 | 36.36 | 35.71 | 56.80 | 57.85 | 55.10 |
| Grade 5 | 2.31 | 1.50 | 1.74 | 18.46 | 39.10 | 36.52 | 79.23 | 59.40 | 61.74 |
| Grade 6 | 0.78 | 1.45 | 3.01 | 27.13 | 28.26 | 24.81 | 72.09 | 70.29 | 72.18 |
| Grade 7 | 2.08 | 0.82 | 3.08 | 37.50 | 30.33 | 31.54 | 60.42 | 68.85 | 65.38 |
| Grade 8 | 3.70 | 2.08 | 2.59 | 31.48 | 41.67 | 34.48 | 64.81 | 56.25 | 62.93 |
| All Grades | 4.10 | 2.95 | 5.78 | 32.34 | 36.89 | 32.95 | 63.56 | 60.17 | 61.27 |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 7.50 | 7.77 | 15.00 | 45.83 | 53.40 | 48.00 | 46.67 | 38.83 | 37.00 |
| Grade 4 | 5.60 | 9.09 | 7.14 | 44.80 | 33.06 | 35.71 | 49.60 | 57.85 | 57.14 |
| Grade 5 | 3.08 | 1.50 | 1.74 | 23.08 | 35.34 | 31.30 | 73.85 | 63.16 | 66.96 |
| Grade 6 | 2.33 | 3.62 | 3.01 | 32.56 | 33.33 | 33.08 | 65.12 | 63.04 | 63.91 |
| Grade 7 | 0.00 | 1.64 | 3.08 | 40.63 | 43.44 | 37.69 | 59.38 | 54.92 | 59.23 |
| Grade 8 | 3.70 | 1.04 | 0.86 | 38.89 | 37.50 | 37.07 | 57.41 | 61.46 | 62.07 |
| All Grades | 3.81 | 4.07 | 4.77 | 37.29 | 38.85 | 36.85 | 58.90 | 57.08 | 58.38 |

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 2020. The analysis below is based on previous data from the 2018-2019 school year and remains largely unchanged. Math is the greatest area of concern according to the data. Student performance did not increase in most grade levels and has plateaued the past 3 years in general. Roughly only 1 in 10 students are on grade level and scores have not increased with each year of CAASPP. The percentage of students that meet or exceed the standards decrease with each grade. This indicates the needs to review and analyze the Common Core State Standards and the importance of first instruction. This year, teachers will 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. Teachers need more time to work on student-centered lesson that focus on applying mathematical concepts and procedures to real-life situations. Students also need to be able to support and explain their mathematical conclusions. Data analysis should be based on summative and interim assessments 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.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1419.8 | | 1427.5 | | 1401.3 | | 73 |
| Grade 1 | | 1451.2 | | 1459.3 | | 1442.6 | | 70 |
| Grade 2 | | 1472.0 | | 1472.0 | | 1471.5 | | 63 |
| Grade 3 | | 1480.8 | | 1468.3 | | 1492.8 | | 44 |
| Grade 4 | | 1505.7 | | 1496.5 | | 1514.3 | | 49 |
| Grade 5 | | 1517.4 | | 1507.4 | | 1526.9 | | 35 |
| Grade 6 | | 1528.2 | | 1521.3 | | 1534.6 | | 28 |
| Grade 7 | | 1532.4 | | 1523.1 | | 1541.2 | | 32 |
| Grade 8 | | 1554.0 | | 1553.4 | | 1554.2 | | 25 |
| All Grades | | | | | | | | 419 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 5.48 | | 45.21 | | 39.73 | | 9.59 | | 73 |
| 1 | | 10.00 | | 40.00 | | 38.57 | | 11.43 | | 70 |
| 2 | | 14.29 | | 38.10 | | 34.92 | | 12.70 | | 63 |
| 3 | | 2.27 | | 50.00 | | 27.27 | | 20.45 | | 44 |
| 4 | | 16.33 | | 48.98 | | 28.57 | | 6.12 | | 49 |
| 5 | | 5.71 | | 54.29 | | 34.29 | | 5.71 | | 35 |
| 6 | | 3.57 | | 64.29 | | 28.57 | | 3.57 | | 28 |
| 7 | | 6.25 | | 53.13 | | 40.63 | | 0.00 | | 32 |
| 8 | | 24.00 | | 36.00 | | 36.00 | | 4.00 | | 25 |
| All Grades | | 9.55 | | 46.30 | | 34.84 | | 9.31 | | 419 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 10.96 | | 47.95 | | 31.51 | | 9.59 | | 73 |
| 1 | | 21.43 | | 42.86 | | 25.71 | | 10.00 | | 70 |
| 2 | | 25.40 | | 41.27 | | 25.40 | | 7.94 | | 63 |
| 3 | | 22.73 | | 27.27 | | 31.82 | | 18.18 | | 44 |
| 4 | | 36.73 | | 38.78 | | 18.37 | | 6.12 | | 49 |
| 5 | | 25.71 | | 65.71 | | 2.86 | | 5.71 | | 35 |
| 6 | | 35.71 | | 53.57 | | 7.14 | | 3.57 | | 28 |
| 7 | | 21.88 | | 56.25 | | 18.75 | | 3.13 | | 32 |
| 8 | | 36.00 | | 40.00 | | 20.00 | | 4.00 | | 25 |
| All Grades | | 24.34 | | 44.87 | | 22.43 | | 8.35 | | 419 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 5.48 | | 32.88 | | 54.79 | | 6.85 | | 73 |
| 1 | | 7.14 | | 32.86 | | 28.57 | | 31.43 | | 70 |
| 2 | | 11.11 | | 34.92 | | 25.40 | | 28.57 | | 63 |
| 3 | | 0.00 | | 40.91 | | 38.64 | | 20.45 | | 44 |
| 4 | | 6.12 | | 34.69 | | 48.98 | | 10.20 | | 49 |
| 5 | | 2.86 | | 14.29 | | 71.43 | | 11.43 | | 35 |
| 6 | | 3.57 | | 25.00 | | 67.86 | | 3.57 | | 28 |
| 7 | | 6.25 | | 28.13 | | 56.25 | | 9.38 | | 32 |
| 8 | | 4.00 | | 40.00 | | 52.00 | | 4.00 | | 25 |
| All Grades | | 5.73 | | 32.22 | | 45.82 | | 16.23 | | 419 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 8.22 | | 84.93 | | 6.85 | | 73 |
| 1 | | 52.86 | | 38.57 | | 8.57 | | 70 |
| 2 | | 41.27 | | 52.38 | | 6.35 | | 63 |
| 3 | | 15.91 | | 61.36 | | 22.73 | | 44 |
| 4 | | 26.53 | | 61.22 | | 12.24 | | 49 |
| 5 | | 5.71 | | 91.43 | | 2.86 | | 35 |
| 6 | | 14.29 | | 75.00 | | 10.71 | | 28 |
| 7 | | 0.00 | | 62.50 | | 37.50 | | 32 |
| 8 | | 12.00 | | 80.00 | | 8.00 | | 25 |
| All | | 23.39 | | 64.92 | | 11.69 | | 419 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 24.66 | | 60.27 | | 15.07 | | 73 |
| 1 | | 4.29 | | 81.43 | | 14.29 | | 70 |
| 2 | | 15.87 | | 68.25 | | 15.87 | | 63 |
| 3 | | 31.82 | | 50.00 | | 18.18 | | 44 |
| 4 | | 38.78 | | 53.06 | | 8.16 | | 49 |
| 5 | | 62.86 | | 34.29 | | 2.86 | | 35 |
| 6 | | 60.71 | | 35.71 | | 3.57 | | 28 |
| 7 | | 68.75 | | 31.25 | | 0.00 | | 32 |
| 8 | | 60.00 | | 36.00 | | 4.00 | | 25 |
| All Grades | | 33.41 | | 55.61 | | 10.98 | | 419 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 4.11 | | 84.93 | | 10.96 | | 73 |
| 1 | | 30.00 | | 41.43 | | 28.57 | | 70 |
| 2 | | 6.35 | | 63.49 | | 30.16 | | 63 |
| 3 | | 2.27 | | 68.18 | | 29.55 | | 44 |
| 4 | | 2.04 | | 79.59 | | 18.37 | | 49 |
| 5 | | 5.71 | | 80.00 | | 14.29 | | 35 |
| 6 | | 0.00 | | 53.57 | | 46.43 | | 28 |
| 7 | | 9.38 | | 43.75 | | 46.88 | | 32 |
| 8 | | 4.00 | | 64.00 | | 32.00 | | 25 |
| All Grades | | 8.59 | | 65.16 | | 26.25 | | 419 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 30.14 | | 63.01 | | 6.85 | | 73 |
| 1 | | 4.29 | | 70.00 | | 25.71 | | 70 |
| 2 | | 14.29 | | 57.14 | | 28.57 | | 63 |
| 3 | | 15.91 | | 68.18 | | 15.91 | | 44 |
| 4 | | 18.37 | | 73.47 | | 8.16 | | 49 |
| 5 | | 5.71 | | 91.43 | | 2.86 | | 35 |
| 6 | | 32.14 | | 67.86 | | 0.00 | | 28 |
| 7 | | 6.25 | | 93.75 | | 0.00 | | 32 |
| 8 | | 4.00 | | 92.00 | | 4.00 | | 25 |
| All Grades | | 15.27 | | 71.84 | | 12.89 | | 419 |

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) assessment was not administered during the 2019-2020 school year. As a result, ELPAC results discussed are those from the previous school year. English Language Learners continue to be a significant portion (45%) of our school demographics. The three areas that the data shows a need to improve are: Written Language, Writing Level, and Reading Level. Beginning level scores in upper grades, especially for students that have been at our school for multiple years, shows a need to provide explicit instruction in vocabulary. Multiple exposures to a word are needed in order for that word to become part of the lexicon and allow for the students to transfer to written language. The data from the previous year that students were able to take the test, shows a need to provide opportunities to read narrative and expository text as those are examples of well-developed language skills and needed to interpret information.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1026 | 79.0 | 49.8 | 0.3 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 511 | 49.8 |
| Foster Youth | 3 | 0.3 |
| Homeless | 11 | 1.1 |
| Socioeconomically Disadvantaged | 811 | 79.0 |
| Students with Disabilities | 128 | 12.5 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 6 | 0.6 |
| American Indian | 2 | 0.2 |
| Asian | 3 | 0.3 |
| Filipino | 2 | 0.2 |
| Hispanic | 980 | 95.5 |
| Two or More Races | 6 | 0.6 |
| White | 27 | 2.6 |





Conclusions based on this data:

Curren school's demographics have remained largely unchanged from last year. Special population groups of Socioeconomically Disadvantage and English Learners continue to be a significant portion of the school enrollment. Greater emphasis is needed to ensure that goals and strategies are aligned to serve our student demographics and special population groups, especially with this school year with distance learning and a modified return to school (hybrid model). Another special population group that has seen an increase in enrollment percentage at the school is students with disabilities. Notices and explanations were sent to families of students will special needs to explain what services will look like during Distance Learning and how adjustments can be made to accommodations and modifications to meet their needs as best as possible during these unprecedented times. The data shows that the majority of our school population 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.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 373 533">Yellow</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 849 533">Orange</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1245 506 1325 533">Orange</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="305 703 362 730">Red</p> | | |

Conclusions based on this data:

The release of the 2020 CA School Dashboard has not been determined due to the COVID-19 pandemic during spring 2020. The analysis below is based on the previous year data. The analysis remains largely unchanged. Math continues to be the area needing the most attention followed by English Language Arts. English learners continue to perform below grade level. Absenteeism has improved, but there still is a large portion of students (roughly 9%) that miss significant amounts of instructional days. Chronic Absenteeism will need to be a point of emphasis for the 2020-2021 school year due to distance learning model and students learning from home and connecting with their classes via the internet. Suspension rate data was unavailable. In 2018-2019, it increased from the previous year as did socioeconomically disadvantaged students being suspended. English Learners, McKinney-Vento, and Foster Youth suspension rates decreased, though there still is a disproportionality within student group suspension rates.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  Yellow 58.6 points below standard Increased ++13.7 points 702 | <p>English Learners</p>  Orange 75.8 points below standard Increased ++9.5 points 469 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| <p>Homeless</p>  No Performance Color 90.9 points below standard 13 | <p>Socioeconomically Disadvantaged</p>  Yellow 65.8 points below standard Increased ++12 points 565 | <p>Students with Disabilities</p>  Orange 100.8 points below standard Increased Significantly ++27.7 points 105 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 61.1 points below standard Increased ++12.8 points 677 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color 0 Students |  No Performance Color 7.6 points above standard Increased ++14.3 points 14 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| 117.2 points below standard Maintained ++2.8 points 207 | 43.2 points below standard Increased ++13.8 points 262 | 32.6 points below standard Increased Significantly ++22.2 points 166 |

Conclusions based on this data:

Academic Performance for English Language Arts remained the same as previous years due to the COVID-19 Pandemic. The analysis below is based on 2018-2019 data. Hispanic students performed below or near standard and make up a significant portion of our school demographics. SED students performed slightly better than non-SED students in ELA, but both groups are below the standard. Distance from met (DFM) varied according to grades and special population groups. SED was -19 DFM, which shows growth. English Learners' DFM was -126 which indicates a need to improve ELD instruction and ensure that ELs are able to access the curriculum and are given the tools needed to succeed.

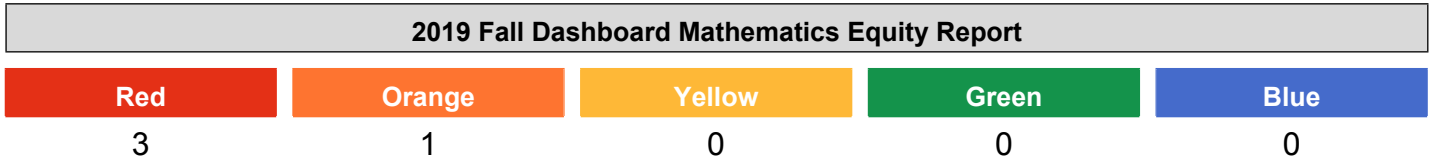
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  Red 101.8 points below standard Maintained ++1.6 points 703 | <p>English Learners</p>  Red 113 points below standard Maintained ++2.5 points 469 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| <p>Homeless</p>  No Performance Color 146.9 points below standard 13 | <p>Socioeconomically Disadvantaged</p>  Red 107.2 points below standard Maintained ++1.2 points 566 | <p>Students with Disabilities</p>  Orange 126.6 points below standard Increased Significantly ++22.7 points 105 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Red 104 points below standard Maintained ++1.1 points 678 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 | No Performance Color 26.8 points below standard Increased ++14.8 points 14 |  No Performance Color 26.8 points below standard Increased ++14.8 points 14 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 136.7 points below standard Maintained -0.1 points 207 | 94.2 points below standard Increased ++4 points 262 | 84.9 points below standard Declined -4.5 points 167 |

Conclusions based on this data:

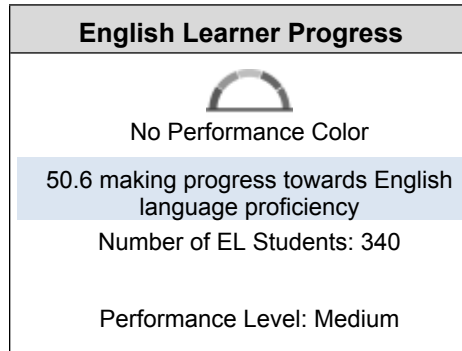
Academic Performance for English Language Arts remained the same as previous years due to the COVID-19 Pandemic. The analysis below is based on 2018-2019 data. All significant subgroups continue to decline in distance from met (DFM). An estimated 87% of our students are not on grade level and their performance and data indicates that there has not been significant growth towards meeting grade level standards. There was little positive movement in comparison to our student populations that were tested. English Learners and SED students had positive movement, but only in the areas of standard not met to nearly met. The data shows a need to re-evaluate first instruction and how to improve the mathematical teaching strategies and practices. Due to disruptions to the school year, the focus will need to be on the Priority Instructional Standards outlined for Math. Habits of mind need to be developed in both standard practice and standard content to ensure the students can make positive movement towards grade level in the subject of Math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 19.4 | | 1.7 | 48.8 |

Conclusions based on this data:

The data is based on the last recorded data in the school dashboard (2018-2019) due to the COVID-19 pandemic. The number of English Learners continues to be around 45-50% of our student population. Overall, English Learners increased 6%. The data reflects a need to progress monitor English Learners closely in the areas of Math and ELA as they declined in both areas in CAASPP scores. The majority of students tested two years ago performed in the Beginning stage of English Language Development. 31% and 39% of students were Somewhat to Moderately Developed with their English Language skills. Based on previous ELPAC scores, it indicates a need to ensure instruction meets the needs of our students. A focus needs to be placed on scaffolds and supports both at a distance learning and hybrid model. Students at the Level 2 continue to use English to meet immediate communication needs, but often are not able to use English to learn and communicate on topics and content areas. In class settings, they need moderate-to-light linguistic support to engage in familiar social and academic contexts such as sentence frames, graphic, and sensory supports.

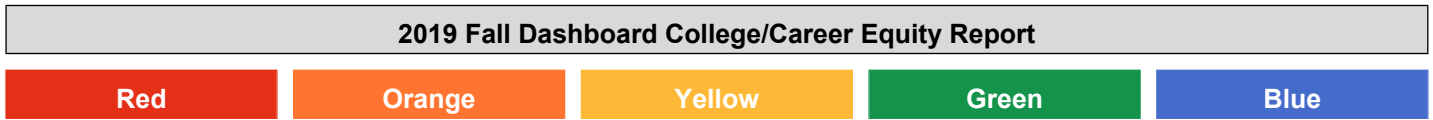
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

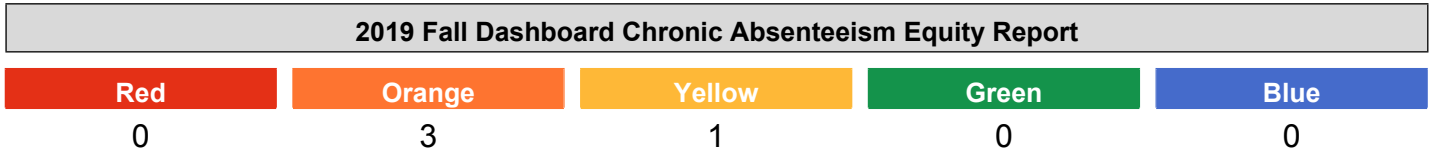
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p>  Orange 9 Increased +1.1 1042 | <p>English Learners</p>  Yellow 7.8 Maintained +0.1 523 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |
| <p>Homeless</p>  No Performance Color 25 20 | <p>Socioeconomically Disadvantaged</p>  Orange 9.6 Increased +1.5 851 | <p>Students with Disabilities</p>  Orange 15.2 Increased +2.2 158 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 9.2 Increased +1.2 995 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color 3.7 Declined -3.2 27 |

Conclusions based on this data:

Special population groups within our school demographics continue to be at-risk of chronic absenteeism based on data from 2018-2019. Special Education, Socioeconomically Disadvantaged, and English Learners have higher percentages of chronic absenteeism as compared to their peers. These groups indicated the need for a higher tier of support before school closures and that need has only increased due to distance learning and an online/virtual setting. This extra support will need to be modified to meet the unique needs of students while still in a distance/hybrid model, but none the less needs to focus on the student and families building strong, positive and caring relationships with school staff and other students, connect to engaging learning activities, and put supports in place for them to overcome any barrier to attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

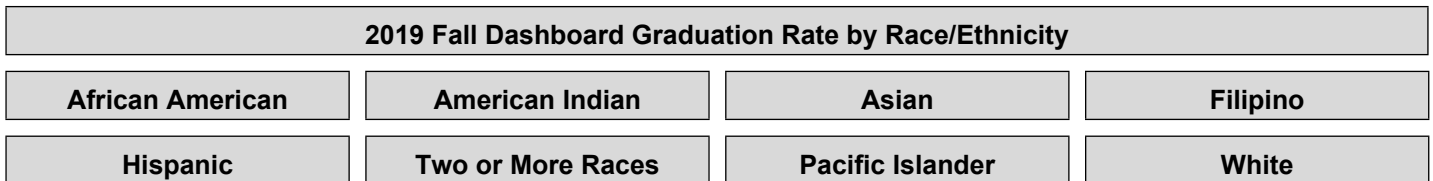
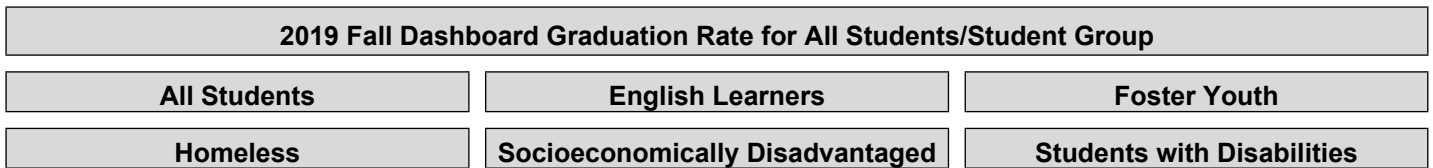
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

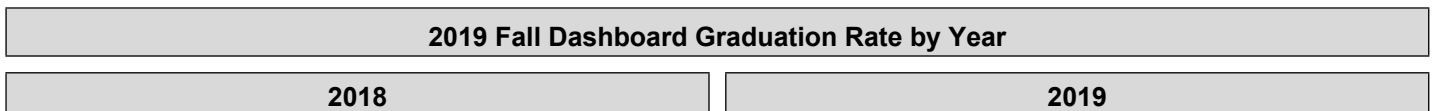
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

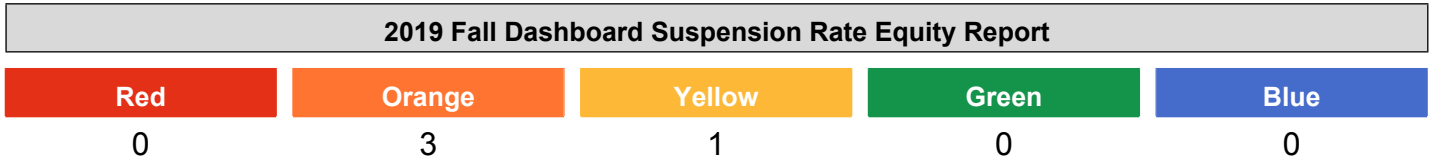
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  Orange 4.9 Increased +1.1 1055 | <p>English Learners</p>  Orange 3 Increased +0.8 525 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 |
| <p>Homeless</p>  No Performance Color 10 20 | <p>Socioeconomically Disadvantaged</p>  Orange 5.1 Increased +0.9 858 | <p>Students with Disabilities</p>  Yellow 3.7 Declined -0.8 162 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color Less than 11 Students - Data 7 |  No Performance Color Less than 11 Students - Data 2 |  No Performance Color Less than 11 Students - Data 3 |  No Performance Color Less than 11 Students - Data 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 4.8 Increased +0.9 1008 |  No Performance Color Less than 11 Students - Data 6 |  No Performance Color Less than 11 Students - Data 6 |  No Performance Color 11.1 Increased +7.7 27 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| 4.8 | 3.8 | 4.9 |

Conclusions based on this data:

Suspension rates for the 2019-2020 would not be reliable due to school closures and the COVID-19 pandemic. The release of the 2020 CA school dashboard has not been determined and therefore all analysis is based on previous year data (2018-2019). Data from the previous years indicated that suspension rates increased from the previous year as did the rate socioeconomically disadvantaged students were being suspended. English Learners, McKinney-Vento, and Foster Youth suspension rates decreased, though there still is a disproportionality within these special student groups and their suspension rates. Tiered level of support is needed to combat the difference in discipline. According to the data from 2018-2019, an emphasis on alternate means of corrections will allow students to remain in their instructional setting. The levels of disproportionality indicate a need for culturally responsive pedagogy, trauma informed practices, and restorative justice opportunities at school to reduce the overall suspension rate and specifically address the variance in special population groups.

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 academic standards 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 | <p>The percentage of students who scored At or Above on the Fall 2020 Benchmark:</p> <p>Kindergarten - 37% 1st grade - 51% 2nd grade - 34% 3rd grade - 25% 4th grade - 20% 5th grade - 27% 6th grade - 24% 7th grade - 15% 8th grade - 23%</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 - 12% 1st grade - 26% 2nd grade - 6% 3rd grade - 10% 4th grade - 10% 5th grade - 10% 6th grade - 16% 7th grade - 18% 8th grade - 16%</p> |
| STAR 360 Math | <p>The percentage of students who scored At or Above on the Fall 2020 Benchmark:</p> <p>1st grade - 58% 2nd grade - 33% 3rd grade - 34% 4th grade - 13% 5th grade - 9% 6th grade - 10% 7th grade - 11% 8th grade - 10%</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 - 11% 2nd grade - 6% 3rd grade - 11% 4th grade - 17% 5th grade - 13% 6th grade - 13% 7th grade - 11% 8th grade - 9%</p> |
| ELPAC/Reclassification | 188 English Learners scored a 3 or a 4 on the ELPAC in 2018-2019. 29 students reclassified in 2019-2020 based on scores from 2018-2019 data. | The reclassification rate will increase by at least 5% |

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

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 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

AVID electives (4) 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 - Intervention
4000-4999: Books And Supplies
Materials and Supplies - Cost of binders and
AVID Supplies

0

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

Grades 3-8 will use 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) |
|-----------|---|
| 4000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher extra hours - data analysis and collaboration on CAASPP. CAASPP Boot camp before test based on areas of need |
| 20300 | Title I 1000-1999: Certificated Personnel Salaries Intervention Specialist - Math |

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 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) |
|-----------|---------------|
| 4000 | Discretionary |

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

Monitor student progress and develop appropriate action plans for instruction 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) |
|-----------|--|
| 0 | District Funded PLC Meetings (Collaboration) |
| 1400 | Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours - Monitor progress and create action plans for EL |
| 1000 | Title III 1000-1999: Certificated Personnel Salaries CABE Conference - Teacher and Parents |

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, Migrant, Homeless, and SED

Strategy/Activity

1st-8th grade reading intervention via LLI Program based on STAR 360 data and teacher 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) |
|-----------|-----------|
|-----------|-----------|

| | |
|-------|---|
| 0 | District Funded LLI Kits/Program - District Bought - School has kits as well |
| 20386 | Title I 2000-2999: Classified Personnel Salaries Instructional Assistant - Intervention support in classrooms both virtually and when we return to school |
| 0 | District Funded Two Intervention Specialist to work with reading and LLI program - K-5 and 6-8 |
| 16209 | LCFF - Intervention 2000-2999: Classified Personnel Salaries Instructional Assistant - Intervention support in classrooms both virtually and when we return to school |

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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 10917 | Discretionary 4000-4999: Books And Supplies Materials and Supplies |
| 32000 | Discretionary 4000-4999: Books And Supplies Warehouse Charges |
| 1000 | Discretionary 4000-4999: Books And Supplies Books other than text books |
| 0 | District Funded |

| | |
|-------|---|
| | Librarian |
| 2000 | Discretionary 5000-5999: Services And Other Operating Expenditures Publications - Graphics for School |
| 3000 | LCFF - Intervention 4000-4999: Books And Supplies Books other than textbooks - expand library and reading materials for students - culturally relevant and student interest |
| 10590 | Discretionary 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 goal 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
Professional development

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

Progress monitoring in ELA and Math will include 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) |
|-----------|--|
| 0 | District Funded Lexia - Differentiated literacy instruction |
| 3000 | Title I 5000-5999: Services And Other Operating Expenditures Online Subscription - Brain Pop - supporting core and supplemental subjects (ELL) |
| 0 | District Funded Curriculum |
| 0 | District Funded STAR 360 |
| 0 | LLI Program - see Strategy/Activity 6 |
| 0 | District Funded ST Math |
| 0 | District Funded MyOn - Access to digital library of books |
| 0 | District Funded AR - Monitor independent reading practice |
| 1000 | LCFF - Intervention 2000-2999: Classified Personnel Salaries Instructional Assistant Extra Help - Classified - STAR 360 Testing |

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.

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 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) |
|-----------|---|
| 0 | ASES After School Program |
| 9490 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help - After School Tutoring |
| 3200 | Title I 4000-4999: Books And Supplies Materials and Supplies |
| 5000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic instruction during extended breaks from school like Winter break |

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

Professional development opportunities for all teachers in ELA and Math 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) |
|-----------|--|
| 0 | District Funded Professional development opportunities for teachers |
| | See Strategy/Activity 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.

English Learners and Migrants

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) |
|-----------|---|
| 0 | 7th period for Students in 6th-8th. Designated/Integrated K-5 (depending on program and learning platform - virtual and in-person) |
| | LLI Program Implementation to support EL students in reading - See Strategy/Activity 6 |

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.

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)

0

Source(s)

District Funded
STAR 360 assessments

0

Built in collaboration time

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

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) |
|-----------|---|
| 0 | District Funded IO Data System |
| 0 | District Funded District Tech Team |
| 4000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Hours - Additional Canvas Lead hours - PD, Tutorials, and support for teachers |
| 1947 | LCFF - Targeted 4000-4999: Books And Supplies Computer Supplies - Staff Supplies for Distance Learning |
| 2200 | Title I 4000-4999: Books And Supplies Computer Supplies - Keyboards and other online materials for students during Distance Learning |
| 1000 | Discretionary 4000-4999: Books And Supplies Computer Supplies - Office Staff for Distance Learning |
| 1100 | Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Hours - Digital Coaches to support ST Math & Lexia |
| 731 | LCFF - Intervention 4000-4999: Books And Supplies Computer Supplies - Student Needs |
| 0 | District Funded Headphones - COVID Funds paid for it |

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 DLI classrooms. Goal focuses 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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 0 | District Funded Renaissance AR Program |
| 4000 | LCFF - Intervention 4000-4999: Books And Supplies Books other than Textbooks - Spanish Books - culturally relevant, higher level reading, and more options for students |

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 - 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 Goal 1 Strategy/Activity #9 |
| 8828 | Title I 5000-5999: Services And Other Operating Expenditures Newsela - access content and standards at different reading levels - content specific and EL component |

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

Teachers will attend conferences for professional development to support site strand focus, content areas, and Positive Behavior Intervention Services, and distance learning environments.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 - Targeted 5000-5999: Services And Other Operating Expenditures Travel and conference |
| 0 | District Funded Professional Development - After School Opportunities - CCSS |
| 0 | Collaboration Time - dedicated dates in Calendar to PD workshops |

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

Professional Learning Communities (PLC) will review ELA and Math performance to plan for data driven instruction at weekly meetings.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 0 | District Funded Teacher Collaboration |

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

Instructional Assistants to support students in grades with foundational skills 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)

0

Source(s)

District Funded

Instructional Assistant for Kindergarten classes.

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, 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 plan and map out units, Professional Development, and DLI Walkthroughs and "look-fors" in a 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)

3000

Source(s)

LCFF - Targeted

1000-1999: Certificated Personnel Salaries
Teacher Extra Hours - After School
Collaboration Hours

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.

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 - especially 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)

22000

0

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and Supplies - Incentives - motivation for student achievement, attendance, and engagement

District Funded

ORC

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 after school clubs, when we return to school, for students to participate in strand focus 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) |
|-----------|--|
| 11628 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher Extra Hours - Enrichment Clubs, Strand Focus. Not tutoring. |
| 5000 | LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Service, Entrance fees - Robotics competition - LA Region (Fall) and First Lego League (Spring) and Field Trip admission fees - if applicable - depends on restrictions due to COVID-19 |
| 2000 | LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies - Clubs |

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

Progress monitoring via MTSS data analysis - Tier 1 interventions and SMART 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.

| | |
|------|--|
| 1500 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help - After School 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

Kinder and First grades will analyze foundational skills progress with the STAR 360 CBM for ELA and Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

Built In collaboration time

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.

All Students

Strategy/Activity

ELA and K-5 teachers will receive Professional Development opportunities to monitor 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)

0

Professional Development - Built In Collaboration Time

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

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)

0

Source(s)

District Funded

Professional Development Workshops - Collaboration

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, but emphasis placed on English Learners and SED students

Strategy/Activity

Professional development for AVID 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)

0

Source(s)

District Funded

AVID Summer Institute - 3 employees (2 Teachers and 1 Admin)

2126

LCFF - Targeted

5000-5999: Services And Other Operating Expenditures

Travel and Conference - AVID Summer Institute - additional teachers

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.

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. This year more than ever due to distance learning, students will need more focused, intentional practice as they prepare for standards and skill based 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)

12496

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Teacher Extra Help

500

Title III
4000-4999: Books And Supplies
Materials and Supplies - for Boot camp

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.

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) |
|-----------|--|
| 1400 | Title III 4000-4999: Books And Supplies Materials and Supplies - Recognition Night for Reclassification |
| 300 | Title III 4000-4999: Books And Supplies Books other than textbooks - Spanish Books for EL |

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.

All Students

Strategy/Activity

Curricular 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) | Source(s) |
|-----------|--|
| 4500 | LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips (Virtual - if still Distance Learning) |

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

Strategy/Activity

Professional development for technology usage in content area 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)

Professional Development - Goal 1
Strategy/Activity 12 & 16

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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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

Robotics Team competitions for various grades to challenge them to innovate and come up with solutions. Team 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)

0

LCFF - Targeted
See Goal 1 Action 25

Strategy/Activity 39

Students to be Served by this Strategy/Activity

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

This goal pertains 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 and Math nights for students and parents to gain strategies for foundation skills - can be virtual or in-person depending on health and district 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)

1000

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Teacher Extra Help - Planning and Math Night
Instruction

500

LCFF - Intervention
4000-4999: Books And Supplies
Materials and Supplies

Strategy/Activity 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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 presents a unique set of opportunities and challenges due to the disruption to instruction in spring 2020 as well as the uncertainty associated with what the “return to school” will look like. The data before and during Distance Learning though show our students' reading range between 1/4th and 1/3rd on grade level, which is an indication that we need to reassess how we are instructing our students and what they are being asked to do. An 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 pandemic has further illuminated the importance of differentiation and first instruction. Rich, engaging instruction at grade level is critical. 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. With Distance Learning and the COVID-19 Pandemic, teachers need to focus on Priority Standards in ELA and Math to ensure equitable instruction that support all students. 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 in the spring 2020 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) it is 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 we are in, 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 according to specific data analysis of each metric. 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 remained the same, but the outcome changed based on the lack of data from the 2019-2020 school year 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.

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 2019-2020 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 2019-2020 school year. Attendance data for 2018-2019 shows a needed area of growth. 9% of students or 94 students had chronic absenteeism. | The number of students with chronic absenteeism will decrease by 2% to 7%. |
| 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 76% 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 - 9% 6th-8th grade - 18% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|------------------|
| | 47% of students in the 3rd-5th 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. 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) |
|-----------|------------------------------|
| 0 | 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.

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 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 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)

[Empty box for Amount(s)]

No cost - teacher participation

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 - teacher participation

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 professional development to all staff in CHAMPS/PBIS for 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 |

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 for Homeless and English Learners

Strategy/Activity

Attendance incentives to encourage daily attendance and reduce tardiness both virtually and when we return to campus. Emphasis placed on attendance 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) |
|-----------|---|
| 5000 | LCFF - Intervention 4000-4999: Books And Supplies Materials 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

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) |
|-----------|---|
| 0 | District Funded 7 Campus Supervisors |
| 7810 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Campus Supervisor Contract Positions |

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, 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 |

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

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 - Goal 1 Action 24 |
| | Counselor - Goal 2 Action 1 |
| 6000 | Title I 1000-1999: Certificated Personnel Salaries Teacher Substitute/Floater |

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

Survey students and staff regarding CHAMPS and PBIS. Feedback will be used to guide the committees in developing an action plan for the 18-19 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 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 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- Goal 2 Action 1 |
| 1500 | LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies - Counseling Room |

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, but transition IEPs held for Special Education students to ensure their individual needs are met at the high school level.

Strategy/Activity

Ensure a 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) |
|-----------|---|
| 2250 | Title I 1000-1999: Certificated Personnel Salaries Substitutes for 8th grade teachers for Transition IEP meetings |

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

Monthly awards assemblies will recognize students who achieve attendance and behavior goals as well as display school core values 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)

[Empty box for Amount(s)]

LCFF - Targeted
See Goal 1 - Strategy/Action 24

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 receive disaster preparedness training including new COVID-19 trainings and 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 Healthy guidelines 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)

[Empty box for Amount(s)]

No 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

ASB class offered for 6th-8th Grade students to participate in. 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 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)

ASB Elective Class - no 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

Continue CHAMPS/PBIS campus wide. The PBIS Team will meet monthly 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)

Materials and Supplies - Goal 1 - Action 24

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.

All students

Strategy/Activity

Students in grades 3-8 to complete a student survey about school yard activities, when we are able to return to outdoor activities, that they would like to participate in. School will then provide those

opportunities for students to participate in lunch time activities for various grades. School will find ways to keep kids active during Hybrid models that follow all county and district guidelines during 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)

6500

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Materials and Supplies - Recreational Supplies
for lunch time activity - Incentives for team
sports/group activities.

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

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)

5000

Source(s)

Title I
5000-5999: Services And Other Operating
Expenditures
Services, Entrance Fees, Operations -
Assemblies (Anti-Bullying, Vaping, Kindness)

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

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)

900

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
Services, Entrance Fees, Operations - Shredder 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.

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)

1219

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and Supplies - Campus Beautification

1500

LCFF - Intervention
5000-5999: Services And Other Operating Expenditures
Non-capitalized equipment - Washer and Dryer to for PE equipment in locker room

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: 2019-20

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. There was no California Dashboard data on suspension rates, and we were unable to administer the CA Health Kids survey for the 2019-2020 school year. The goals remain the same for this year. The school will need to adjust and modify the implementation of PBIS/CHAMPS initiatives in the classroom to meet the needs of students in a distance/hybrid model. Suspension rates and school safety all tie in to a need to improve on a positive school culture, but the greatest emphasis for this year needs to be placed on school connectedness and the students' social/emotional well-being due to the current health crisis and global pandemic which has restricted access and in-person connectedness.

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 \$15000, but the process was delayed and extra hours/persons were not able to begin working until after January 2020. Planned assemblies for the Spring were also disrupted due to the 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 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 new 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 in virtual setting or support them in their home environment during Distance Learning. The school will continue to explore intentional ways to increase school connectivity while at a Distance Learning model.

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 38 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 | 568 or 55% of parents attended Back to School Night | Attendance will increase by 10% for Virtual Back to School Night |

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 - with 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 - Goal 1 Action 24 |
| | Counselor - Goal 2 Action 1 |
| 300 | LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies for classes |

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 COIVD-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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 6000 | LCFF - Targeted 4000-4999: Books And Supplies Materials - Food and Supplies for Parent Events and Meetings |
| 552 | Title III |

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 Video this year - due to COVID-19, as opposed to meet and greet.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Strategy/Activity

Parent Orientation for incoming Kinder students and 5th grade students transitioning to 6th grade. Parents will discuss student 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)

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 costs as it is included in other meetings - see Goal 3 Strategy/Activity 8

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. 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)

5797

Title III
2000-2999: Classified Personnel Salaries
Classified translators

1000

Title III
2000-2999: Classified Personnel Salaries
Classified translators - Office 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

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 - Goal 1 Action 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

Title I Meetings 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 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 III
4000-4999: Books And Supplies
Materials and Supplies - Refreshments for
ELAC - Goal 3 Strategy/Action 2

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

ELAC meetings on monthly basis. Books for ELAC Parents to read and discuss with 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)

[Empty box for Amount(s)]

See Goal 1 Strategy/Activity 34

[Empty box for Amount(s)]

Title III
See Goal 3 Strategy/Activity 9

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 - Goal 2 Action 1

[Empty box for Amount(s)]

Material and Supplies - Goal 2 Action 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

17578

Source(s)

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

Parents will provide feedback on the academic programs and English Learner needs via the CA Healthy Kids Survey, 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)

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) |
|-----------|--------------------------------|
| | ORC - Goal 1 Action 24 |
| | See Goal 2 Strategy/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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 - Goal 1 Action 24 |
| | Counselor - Goal 2 Action 1 |
| | Material and Supplies - Goal 3 Action 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Strategy/Action 34

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.

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 as the OUHSD Counselor comes to school

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: 2019-20

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 school events such as Dia De Los Muertos, Parent/Teacher conferences and Welcome Back events/orientations. Dia De Los Muertos was a very popular event with over 600 people that attended and participated in (via work submission and displays). 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 18-19 averaged 15 parents. In 19-20 it was 38. 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.

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.

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 Distance Learning model and the COVID-19 health guidelines. Kinder Orientation, Back To School Night, and Parent conferences were all modified to a virtual setting. Coffee with the Principal (Action 14) and ELAC meetings were moved online and times were adjusted to work around the current distance learning schedule for families to participate and still have time to help their students at home. The data will be difficult to compare from last year as many of the meetings have moved to 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 | \$118287 |
| 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 | \$319,154.00 |

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 | \$89,842.00 |
| Title III | \$28,445.00 |

Subtotal of additional federal funds included for this school: \$118,287.00

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 (\$) |
|-------------------------|-------------|
| | \$0.00 |
| ASES | \$0.00 |
| Discretionary | \$62,407.00 |
| District Funded | \$0.00 |
| LCFF - Intervention | \$69,230.00 |
| LCFF - Targeted | \$69,230.00 |

Subtotal of state or local funds included for this school: \$200,867.00

Total of federal, state, and/or local funds for this school: \$319,154.00

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 |
|---------------------|--------|---------|
| Discretionary | 62,407 | 0.00 |
| Title I | 89,842 | 0.00 |
| Title III | 28445 | 0.00 |
| LCFF - Intervention | 69230 | 0.00 |
| LCFF - Targeted | 69230 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| | 0.00 |
| ASES | 0.00 |
| Discretionary | 62,407.00 |
| District Funded | 0.00 |
| LCFF - Intervention | 69,230.00 |
| LCFF - Targeted | 69,230.00 |
| Title I | 89,842.00 |
| Title III | 28,445.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|-----------|
| | | 0.00 |
| | | 0.00 |
| | ASES | 0.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 10,590.00 |
| 4000-4999: Books And Supplies | Discretionary | 44,917.00 |

| | | |
|--|---------------------|-----------|
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 6,900.00 |
| | District Funded | 0.00 |
| | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 24,990.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Intervention | 17,209.00 |
| 4000-4999: Books And Supplies | LCFF - Intervention | 25,531.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Intervention | 1,500.00 |
| | LCFF - Targeted | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 14,628.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 7,810.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 33,166.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 13,626.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 47,228.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 20,386.00 |
| 4000-4999: Books And Supplies | Title I | 5,400.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 16,828.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 14,896.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 7,349.00 |
| 4000-4999: Books And Supplies | Title III | 6,200.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 246,248.00 |
| Goal 2 | 37,679.00 |
| Goal 3 | 35,227.00 |

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 |
|-------------------------|----------------------------|
| Tyler Higa | Principal |
| Tony Naranjo | Other School Staff |
| Jessica Vizents | Classroom Teacher |
| Kim Evans | Classroom Teacher |
| Suzanne Meckstroth | Classroom Teacher |
| Maritza Perez-Gutierrez | Parent or Community Member |
| Rogelia Ruvalcaba | Parent or Community Member |
| Jeralyn Negri | Parent or Community Member |
| Louis Johnson | Parent or Community Member |
| Heather Guilin | 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 10-12-20.

Attested:



Principal, Tyler Higa on 10/14/19



SSC Chairperson, Jeralyn Negri on 10/14/19

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 |
|----------------------------------|-----------------------------------|--|---------------------------|
| James Driffill Elementary School | 56725386055271 | October 19, 2020 | November 04, 2020 |

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 regardless of mode of instructional delivery such as Distance Learning, a Hybrid model or in-person. We have continued to analyze the areas of teaching, learning, interventions, incoming kindergarten transitions and eighth to ninth grade transitions, professional development, parent involvement, and the after-school program. We critically examine and determine what actions and areas need further development in order to enable all students to achieve greater success. The majority of focus behind our success at Driffill School has been addressing the academic, social and emotional needs of students. We continue to integrate the Common Core State Standards (CCSS) for Language Arts and Math, with an emphasis on technology to support instruction and student learning. Our instructional focus emphasizes student-centered learning, collaborative engagement structures, and rigor. The instructional leadership team continuously monitors quality content instruction through classroom walk-throughs, learning walks, and student-monitoring conferences with grade-level teachers once each trimester.

Driffill School staff consists of 59 highly qualified certificated staff members. A thorough examination of our goals at Driffill School has led to 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 teaching students in these targeted goal areas. This year our emphasis is on developing effective distance learning and blended learning instructional strategies and adopting Learning Management Systems (LMS) specifically Canvas.

To increase student achievement, Driffill continues to use student data to guide our teaching and learning. Driffill continues to strengthen our Professional Learning Communities (PLC) to improve instruction. There is an emphasis on the use of the interim assessments from Renaissance STAR 360 Reading and Math and now the IAB assessments from CAASPP. The faculty has committed to monthly assessments in order to rapidly monitor and analyze student needs. Teachers share grade-level data to plan lessons, identify strategic instructional strategies, and target students needing intervention. Data analysis allows teachers to monitor progress toward academic goals, determine which strategies and interventions are working, identify which students need tutoring, and target specific needs of individual students to maximize their potential achievement. In addition, data allows teachers to plan for differentiated and rigorous instruction to increase student achievement. Student progress is communicated to parents through various platforms such as: Parent Connect, conferences, and regular ongoing communication with teachers and administration. To further improve student achievement, Intervention Services Providers (ISP) 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 (ELL). 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 the realities of COVID-19, our model for enrichment activities has shifted significantly. 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 are available virtually during the school day and include: Leadership Opportunities, Careers, AVID and Robotics. The after-school program is now offered virtually as an extracurricular opportunity providing a safe and nurturing virtual platform to socialize and connect with positive young role models.

In past years, AVID was available as an after-school club and elective course during the school day. Through constant reevaluation of the mission, vision, and commitment and a critical analysis of our best practices and changing needs, Driffill School continues to follow the AVID philosophy. Driffill believes all students can succeed in the most rigorous curriculum. Driffill continues to train and support all middle school staff in AVID strategies and is moving towards implementation of the AVID program in both the TK-5 and the 6-8 grade levels. AVID school-wide will help our students to solidify twenty-first century learning skills and enhance the changes of culture, to ensure that our students will be productive, global, contributing citizens.

Parent involvement and communication with teachers, administrative team, and support staff is a key element for the continued academic success at Driffill School. Teachers regularly communicate with parents by phone, written notes, email, CANVAS, Google Classroom, Class Dojo, and Remind 101. 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 and Math to help parents support their students' success in these key academic areas. Driffill teachers and support staff host transition presentations and parent orientations are provided for students entering TK/Kinder and then again upon entering first, sixth, and 8th grades. The Principal communicates with parents via Connect Ed. calling all parents most Sundays at 6 pm, and sends a weekly digital bulletin. He regularly updates the web page with pictures of school activities, meeting information and our school site calendar. Peachjar has also been added to our communication system. At the beginning, and 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. Due to the current health crisis, these events are now offered virtually. Other supports to parents include home visits and outreach to connect families to community-based services. Our school counselor and Outreach Consultant (ORC) conduct frequent home visits and schedule parenting classes. Parenting classes are offered in English and in Spanish to further encourage parents' participation in 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, virtual learning walks and informal observations will be conducted throughout the year. Informal and walk-through observations take place every day. Formal observations take place two to three times a year as identified by the district. The analysis of the classroom observations suggests the need to support and improve instructional pedagogy and the use of instructional technology. The data collected thus far through observations has reinforced the adoption of school-wide instructional goals of building student-centered learning experiences, implementing collaborative engagement structures, and delivering standards-based rigorous lessons.

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)

All teachers have been trained in how to interpret district testing such as chapter and unit Math and Language Arts tests, STAR reading and math assessments and Interim and the end of the year CAASPP. Student data is looked at regularly in order to drive the instruction and meet the needs of the students in each class.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Through the use of STAR 360, IABs, ELPAC, and IO our student data collection is reviewed at PLC's to monitor, drive, adjust, and modify instruction to meet the needs of all Driffill students. Given pandemic related school closures, our site does not have current CAASPP data this school year.

Teachers create groups based on the data to provide extra support in the class for the students that are not making adequate progress. If additional 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 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. Site Principals and assistant principals function as instructional leaders.

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 binders 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 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)

Driffill School has established a RTI2 Pyramid for Success 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 are 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 core and intervention. 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 includes 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 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 is our 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. Parents are always welcome to volunteer, assist with field trips, attend monthly awards, and participate with PTA.

This year we hope to provide more parent education: Saturday Conferences/Workshops, AVID Training, 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. Materials are provided for professional growth and to supplement the instruction in the classroom.

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

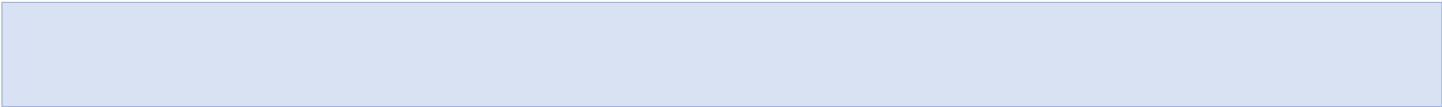
Together, School Leadership, staff, and ELAC review and provide input on the SPSA to the school Site Council, which approves annually. The School Site Council then meets monthly to monitor the goals and actions. Any changes to the SPSA are presented to all stakeholders for their recommendations and re-submissions 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.17% | % | 0.17% | 2 | | 2 |
| African American | 0.26% | % | 0.26% | 3 | | 3 |
| Asian | 0.09% | % | 0% | 1 | | 0 |
| Filipino | 0.26% | % | 0.52% | 3 | | 6 |
| Hispanic/Latino | 97.44% | % | 97.58% | 1143 | | 1,128 |
| Pacific Islander | 0.09% | % | 0.09% | 1 | | 1 |
| White | 1.28% | % | 1.21% | 15 | | 14 |
| Multiple/No Response | % | % | 0.17% | | | 0 |
| Total Enrollment | | | | 1173 | | 1,156 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 147 | | 146 |
| Grade 1 | 119 | | 119 |
| Grade 2 | 124 | | 122 |
| Grade 3 | 109 | | 121 |
| Grade 4 | 127 | | 123 |
| Grade 5 | 147 | | 121 |
| Grade 6 | 139 | | 130 |
| Grade 7 | 131 | | 139 |
| Grade 8 | 130 | | 135 |
| Total Enrollment | 1,173 | 1164 | 1,156 |

Conclusions based on this data:

Based on the analysis of student enrollment by grade level between 2018-2020, the total enrollment has decreased by twenty-nine students. The current public health crisis has impacted our school community and our enrollment. Nonetheless, we are still a Tk-8th grade school that has a high Hispanic/Latino population of second language learners. In addition to our 1127 students, we house 23 preschool students on campus, a decline from past years due to CDC recommendations for social distancing. 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | 589 | 619 | | 50.4% | 53.5% |
| Fluent English Proficient (FEP) | | 329 | 307 | | 28.1% | 26.6% |
| Reclassified Fluent English Proficient (RFEP) | | 47 | 106 | | 4.0% | 16.5% |

Conclusions based on this data:

Our data analyzed from CAASPP, STAR and ELA and Math chapter tests indicate that Driffill students still need vocabulary development, basic structure in ELA, and all primary components in developing English Language. Our RFEP students need continued monitoring and support in order to successfully meet grade level standards. Due to the covid-19 related school shutdown in March 2020, students did not take the ELPAC test so no data is available from that measure of language proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 116 | 106 | 118 | 115 | 106 | 117 | 115 | 106 | 117 | 99.1 | 100 | 99.2 |
| Grade 4 | 149 | 129 | 115 | 148 | 128 | 114 | 148 | 128 | 114 | 99.3 | 99.2 | 99.1 |
| Grade 5 | 137 | 139 | 124 | 137 | 138 | 122 | 137 | 138 | 122 | 100 | 99.3 | 98.4 |
| Grade 6 | 128 | 137 | 136 | 127 | 137 | 133 | 127 | 137 | 133 | 99.2 | 100 | 97.8 |
| Grade 7 | 120 | 136 | 135 | 119 | 134 | 133 | 119 | 134 | 133 | 99.2 | 98.5 | 98.5 |
| Grade 8 | 107 | 124 | 133 | 106 | 123 | 132 | 106 | 123 | 132 | 99.1 | 99.2 | 99.2 |
| All Grades | 757 | 771 | 761 | 752 | 766 | 751 | 752 | 766 | 751 | 99.3 | 99.4 | 98.7 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2355. | 2361. | 2380. | 4.35 | 5.66 | 8.55 | 13.91 | 9.43 | 17.09 | 25.22 | 31.13 | 32.48 | 56.52 | 53.77 | 41.88 |
| Grade 4 | 2379. | 2393. | 2411. | 2.03 | 7.03 | 6.14 | 10.81 | 13.28 | 14.04 | 13.51 | 14.84 | 31.58 | 73.65 | 64.84 | 48.25 |
| Grade 5 | 2435. | 2442. | 2459. | 5.11 | 5.07 | 10.66 | 13.14 | 20.29 | 22.13 | 26.28 | 23.91 | 20.49 | 55.47 | 50.72 | 46.72 |
| Grade 6 | 2453. | 2464. | 2477. | 0.79 | 5.84 | 1.50 | 14.17 | 13.87 | 20.30 | 35.43 | 36.50 | 42.11 | 49.61 | 43.80 | 36.09 |
| Grade 7 | 2466. | 2482. | 2505. | 2.52 | 1.49 | 4.51 | 13.45 | 17.16 | 24.06 | 26.89 | 32.84 | 31.58 | 57.14 | 48.51 | 39.85 |
| Grade 8 | 2467. | 2462. | 2495. | 0.00 | 1.63 | 1.52 | 12.26 | 9.76 | 24.24 | 21.70 | 26.02 | 28.79 | 66.04 | 62.60 | 45.45 |
| All Grades | N/A | N/A | N/A | 2.53 | 4.44 | 5.33 | 12.90 | 14.23 | 20.51 | 24.60 | 27.55 | 31.29 | 59.97 | 53.79 | 42.88 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 5.22 | 4.72 | 7.69 | 32.17 | 37.74 | 51.28 | 62.61 | 57.55 | 41.03 |
| Grade 4 | 2.70 | 7.81 | 6.14 | 32.43 | 35.16 | 54.39 | 64.86 | 57.03 | 39.47 |
| Grade 5 | 7.30 | 7.97 | 13.93 | 40.15 | 44.93 | 43.44 | 52.55 | 47.10 | 42.62 |
| Grade 6 | 2.36 | 6.57 | 4.51 | 41.73 | 37.96 | 36.09 | 55.91 | 55.47 | 59.40 |
| Grade 7 | 5.88 | 3.73 | 6.02 | 31.93 | 49.25 | 45.86 | 62.18 | 47.01 | 48.12 |
| Grade 8 | 2.83 | 2.44 | 6.82 | 27.36 | 26.02 | 41.67 | 69.81 | 71.54 | 51.52 |
| All Grades | 4.39 | 5.61 | 7.46 | 34.57 | 38.77 | 45.14 | 61.04 | 55.61 | 47.40 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.96 | 2.83 | 10.26 | 40.87 | 37.74 | 47.86 | 52.17 | 59.43 | 41.88 |
| Grade 4 | 1.35 | 4.69 | 5.26 | 35.14 | 35.94 | 45.61 | 63.51 | 59.38 | 49.12 |
| Grade 5 | 10.95 | 7.97 | 13.93 | 44.53 | 42.03 | 44.26 | 44.53 | 50.00 | 41.80 |
| Grade 6 | 2.36 | 6.57 | 5.26 | 38.58 | 33.58 | 58.65 | 59.06 | 59.85 | 36.09 |
| Grade 7 | 6.72 | 4.48 | 12.03 | 46.22 | 45.52 | 53.38 | 47.06 | 50.00 | 34.59 |
| Grade 8 | 0.00 | 4.88 | 1.52 | 38.68 | 34.96 | 56.06 | 61.32 | 60.16 | 42.42 |
| All Grades | 4.79 | 5.35 | 7.99 | 40.56 | 38.38 | 51.26 | 54.65 | 56.27 | 40.75 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.09 | 7.55 | 8.55 | 49.57 | 61.32 | 66.67 | 44.35 | 31.13 | 24.79 |
| Grade 4 | 3.38 | 3.13 | 6.14 | 46.62 | 57.81 | 68.42 | 50.00 | 39.06 | 25.44 |
| Grade 5 | 5.11 | 4.35 | 7.38 | 52.55 | 55.80 | 54.10 | 42.34 | 39.86 | 38.52 |
| Grade 6 | 5.51 | 6.57 | 6.02 | 60.63 | 59.12 | 66.92 | 33.86 | 34.31 | 27.07 |
| Grade 7 | 0.84 | 0.75 | 5.26 | 49.58 | 61.94 | 60.15 | 49.58 | 37.31 | 34.59 |
| Grade 8 | 4.72 | 2.44 | 4.55 | 52.83 | 48.78 | 63.64 | 42.45 | 48.78 | 31.82 |
| All Grades | 4.26 | 4.05 | 6.26 | 51.86 | 57.44 | 63.25 | 43.88 | 38.51 | 30.49 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 7.83 | 8.49 | 6.84 | 41.74 | 49.06 | 56.41 | 50.43 | 42.45 | 36.75 |
| Grade 4 | 3.38 | 10.94 | 4.39 | 42.57 | 46.09 | 48.25 | 54.05 | 42.97 | 47.37 |
| Grade 5 | 10.22 | 12.32 | 22.95 | 39.42 | 45.65 | 38.52 | 50.36 | 42.03 | 38.52 |
| Grade 6 | 6.30 | 10.95 | 10.53 | 50.39 | 53.28 | 59.40 | 43.31 | 35.77 | 30.08 |
| Grade 7 | 6.72 | 7.46 | 10.53 | 41.18 | 56.72 | 56.39 | 52.10 | 35.82 | 33.08 |
| Grade 8 | 5.66 | 3.25 | 9.09 | 29.25 | 43.90 | 44.70 | 65.09 | 52.85 | 46.21 |
| All Grades | 6.65 | 9.01 | 10.79 | 41.09 | 49.22 | 50.73 | 52.26 | 41.78 | 38.48 |

Conclusions based on this data:

From 2016-2019, Drifill showed steady progress on the CAASPP ELA in all grade levels with the exception of 4th grade. As a school our proficient population grew by 6%, which is double what the district grew. Given the current reality of distance learning and unfinished learning March - June of 2020, Drifill will likely continue to have a high percentage of our students not meeting standards. In order to continue making progress towards a larger percentage of students meeting or exceeding standards, our focus is geared at providing quality Tier 1 instruction in Language Arts. Writing across subject areas will be targeted since that was our weakest area based on CAASPP.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 116 | 106 | 118 | 115 | 106 | 117 | 115 | 106 | 117 | 99.1 | 100 | 99.2 |
| Grade 4 | 149 | 129 | 115 | 148 | 128 | 114 | 148 | 128 | 114 | 99.3 | 99.2 | 99.1 |
| Grade 5 | 137 | 139 | 124 | 137 | 138 | 123 | 137 | 138 | 123 | 100 | 99.3 | 99.2 |
| Grade 6 | 128 | 137 | 136 | 127 | 135 | 133 | 127 | 135 | 133 | 99.2 | 98.5 | 97.8 |
| Grade 7 | 120 | 136 | 135 | 119 | 134 | 133 | 119 | 134 | 133 | 99.2 | 98.5 | 98.5 |
| Grade 8 | 107 | 124 | 133 | 106 | 123 | 132 | 106 | 123 | 132 | 99.1 | 99.2 | 99.2 |
| All Grades | 757 | 771 | 761 | 752 | 764 | 752 | 752 | 764 | 752 | 99.3 | 99.1 | 98.8 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2383. | 2388. | 2396. | 2.61 | 0.94 | 2.56 | 22.61 | 20.75 | 28.21 | 25.22 | 33.02 | 30.77 | 49.57 | 45.28 | 38.46 |
| Grade 4 | 2414. | 2411. | 2425. | 2.03 | 6.25 | 0.88 | 12.16 | 10.16 | 16.67 | 35.81 | 29.69 | 42.11 | 50.00 | 53.91 | 40.35 |
| Grade 5 | 2438. | 2445. | 2451. | 2.19 | 2.17 | 4.88 | 8.76 | 8.70 | 17.07 | 30.66 | 31.88 | 28.46 | 58.39 | 57.25 | 49.59 |
| Grade 6 | 2439. | 2443. | 2468. | 0.79 | 3.70 | 3.01 | 7.87 | 5.93 | 10.53 | 31.50 | 30.37 | 35.34 | 59.84 | 60.00 | 51.13 |
| Grade 7 | 2450. | 2458. | 2472. | 0.84 | 0.75 | 5.26 | 8.40 | 12.69 | 9.77 | 27.73 | 25.37 | 24.06 | 63.03 | 61.19 | 60.90 |
| Grade 8 | 2440. | 2452. | 2467. | 0.00 | 2.44 | 3.03 | 2.83 | 5.69 | 13.64 | 19.81 | 20.33 | 20.45 | 77.36 | 71.54 | 62.88 |
| All Grades | N/A | N/A | N/A | 1.46 | 2.75 | 3.32 | 10.51 | 10.34 | 15.69 | 28.99 | 28.40 | 29.92 | 59.04 | 58.51 | 51.06 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 9.57 | 7.55 | 14.53 | 31.30 | 45.28 | 40.17 | 59.13 | 47.17 | 45.30 |
| Grade 4 | 6.76 | 9.38 | 8.77 | 25.68 | 21.88 | 30.70 | 67.57 | 68.75 | 60.53 |
| Grade 5 | 4.38 | 5.07 | 8.13 | 21.17 | 23.91 | 33.33 | 74.45 | 71.01 | 58.54 |
| Grade 6 | 2.36 | 5.93 | 3.76 | 23.62 | 20.74 | 32.33 | 74.02 | 73.33 | 63.91 |
| Grade 7 | 3.36 | 2.99 | 6.77 | 24.37 | 22.39 | 26.32 | 72.27 | 74.63 | 66.92 |
| Grade 8 | 0.00 | 3.25 | 6.06 | 14.15 | 19.51 | 23.48 | 85.85 | 77.24 | 70.45 |
| All Grades | 4.52 | 5.63 | 7.85 | 23.54 | 25.00 | 30.85 | 71.94 | 69.37 | 61.30 |

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 7.83 | 5.66 | 10.26 | 46.09 | 37.74 | 50.43 | 46.09 | 56.60 | 39.32 |
| Grade 4 | 3.38 | 9.38 | 5.26 | 36.49 | 36.72 | 43.86 | 60.14 | 53.91 | 50.88 |
| Grade 5 | 3.65 | 3.62 | 8.94 | 35.77 | 33.33 | 34.96 | 60.58 | 63.04 | 56.10 |
| Grade 6 | 1.57 | 3.70 | 5.26 | 37.01 | 33.33 | 43.61 | 61.42 | 62.96 | 51.13 |
| Grade 7 | 3.36 | 3.73 | 7.52 | 37.82 | 41.04 | 38.35 | 58.82 | 55.22 | 54.14 |
| Grade 8 | 0.00 | 4.07 | 6.82 | 23.58 | 35.77 | 29.55 | 76.42 | 60.16 | 63.64 |
| All Grades | 3.32 | 4.97 | 7.31 | 36.30 | 36.26 | 39.89 | 60.37 | 58.77 | 52.79 |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 9.57 | 4.72 | 11.11 | 46.96 | 55.66 | 46.15 | 43.48 | 39.62 | 42.74 |
| Grade 4 | 4.73 | 7.81 | 6.14 | 34.46 | 28.91 | 45.61 | 60.81 | 63.28 | 48.25 |
| Grade 5 | 2.19 | 1.45 | 8.13 | 37.96 | 34.78 | 41.46 | 59.85 | 63.77 | 50.41 |
| Grade 6 | 1.57 | 3.70 | 4.51 | 30.71 | 36.30 | 43.61 | 67.72 | 60.00 | 51.88 |
| Grade 7 | 2.52 | 4.48 | 4.51 | 45.38 | 50.75 | 52.63 | 52.10 | 44.78 | 42.86 |
| Grade 8 | 0.00 | 4.07 | 6.06 | 32.08 | 38.21 | 47.73 | 67.92 | 57.72 | 46.21 |
| All Grades | 3.46 | 4.32 | 6.65 | 37.77 | 40.31 | 46.28 | 58.78 | 55.37 | 47.07 |

Conclusions based on this data:

Driffill showed progress on the CAASPP Math in all grade levels with the exception of 4th grade. Driffill increased the number of kids scoring proficient and advanced by 7%, which is nearly double the increase of the district. Given a lack of CAASPP scores from 2020 due to the covid-19 school shutdown, Driffill anticipates continuing to have a high percent of our students not meeting standards. In order to continue making progress towards a larger percent of students meeting or exceeding standards, our focus is geared at providing quality Tier 1 instruction in Math. We will spend additional time teaching fractions and geometry since those areas were indicated as a weakness based on CAASPP scores.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1413.4 | | 1425.1 | | 1385.8 | | 113 |
| Grade 1 | | 1441.6 | | 1453.1 | | 1429.7 | | 93 |
| Grade 2 | | 1493.2 | | 1488.3 | | 1497.6 | | 85 |
| Grade 3 | | 1486.7 | | 1478.1 | | 1494.8 | | 62 |
| Grade 4 | | 1527.4 | | 1527.6 | | 1526.8 | | 58 |
| Grade 5 | | 1523.2 | | 1515.0 | | 1530.8 | | 41 |
| Grade 6 | | 1514.0 | | 1500.3 | | 1527.1 | | 31 |
| Grade 7 | | 1536.5 | | 1519.8 | | 1552.8 | | 26 |
| Grade 8 | | 1547.0 | | 1535.5 | | 1558.2 | | 26 |
| All Grades | | | | | | | | 535 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 5.31 | | 39.82 | | 40.71 | | 14.16 | | 113 |
| 1 | | 3.23 | | 32.26 | | 45.16 | | 19.35 | | 93 |
| 2 | | 20.00 | | 48.24 | | 27.06 | | 4.71 | | 85 |
| 3 | | 8.06 | | 46.77 | | 27.42 | | 17.74 | | 62 |
| 4 | | 22.41 | | 56.90 | | 18.97 | | 1.72 | | 58 |
| 5 | | 12.20 | | 51.22 | | 31.71 | | 4.88 | | 41 |
| 6 | | 6.45 | | 45.16 | | 41.94 | | 6.45 | | 31 |
| 7 | | 11.54 | | 61.54 | | 23.08 | | 3.85 | | 26 |
| 8 | | 15.38 | | 46.15 | | 26.92 | | 11.54 | | 26 |
| All Grades | | 10.84 | | 45.05 | | 33.27 | | 10.84 | | 535 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 12.39 | | 39.82 | | 30.09 | | 17.70 | | 113 |
| 1 | | 12.90 | | 37.63 | | 39.78 | | 9.68 | | 93 |
| 2 | | 29.41 | | 54.12 | | 11.76 | | 4.71 | | 85 |
| 3 | | 17.74 | | 43.55 | | 24.19 | | 14.52 | | 62 |
| 4 | | 39.66 | | 48.28 | | 10.34 | | 1.72 | | 58 |
| 5 | | 34.15 | | 46.34 | | 17.07 | | 2.44 | | 41 |
| 6 | | 22.58 | | 54.84 | | 19.35 | | 3.23 | | 31 |
| 7 | | 19.23 | | 61.54 | | 3.85 | | 15.38 | | 26 |
| 8 | | 15.38 | | 46.15 | | 23.08 | | 15.38 | | 26 |
| All Grades | | 21.50 | | 45.79 | | 22.80 | | 9.91 | | 535 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 3.54 | | 28.32 | | 54.87 | | 13.27 | | 113 |
| 1 | | 0.00 | | 22.58 | | 37.63 | | 39.78 | | 93 |
| 2 | | 16.47 | | 44.71 | | 29.41 | | 9.41 | | 85 |
| 3 | | 3.23 | | 30.65 | | 45.16 | | 20.97 | | 62 |
| 4 | | 1.72 | | 56.90 | | 34.48 | | 6.90 | | 58 |
| 5 | | 7.32 | | 19.51 | | 58.54 | | 14.63 | | 41 |
| 6 | | 3.23 | | 32.26 | | 51.61 | | 12.90 | | 31 |
| 7 | | 0.00 | | 46.15 | | 50.00 | | 3.85 | | 26 |
| 8 | | 7.69 | | 46.15 | | 30.77 | | 15.38 | | 26 |
| All Grades | | 5.05 | | 34.58 | | 43.18 | | 17.20 | | 535 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 11.50 | | 76.11 | | 12.39 | | 113 |
| 1 | | 41.94 | | 52.69 | | 5.38 | | 93 |
| 2 | | 32.94 | | 62.35 | | 4.71 | | 85 |
| 3 | | 6.45 | | 67.74 | | 25.81 | | 62 |
| 4 | | 46.55 | | 50.00 | | 3.45 | | 58 |
| 5 | | 7.32 | | 90.24 | | 2.44 | | 41 |
| 6 | | 32.26 | | 54.84 | | 12.90 | | 31 |
| 7 | | 15.38 | | 73.08 | | 11.54 | | 26 |
| 8 | | 23.08 | | 57.69 | | 19.23 | | 26 |
| All | | 25.05 | | 64.86 | | 10.09 | | 535 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 11.50 | | 66.37 | | 22.12 | | 113 |
| 1 | | 7.53 | | 74.19 | | 18.28 | | 93 |
| 2 | | 23.53 | | 69.41 | | 7.06 | | 85 |
| 3 | | 38.71 | | 48.39 | | 12.90 | | 62 |
| 4 | | 37.93 | | 56.90 | | 5.17 | | 58 |
| 5 | | 56.10 | | 39.02 | | 4.88 | | 41 |
| 6 | | 19.35 | | 74.19 | | 6.45 | | 31 |
| 7 | | 50.00 | | 34.62 | | 15.38 | | 26 |
| 8 | | 34.62 | | 46.15 | | 19.23 | | 26 |
| All Grades | | 25.61 | | 60.93 | | 13.46 | | 535 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 0.88 | | 83.19 | | 15.93 | | 113 |
| 1 | | 9.68 | | 44.09 | | 46.24 | | 93 |
| 2 | | 14.12 | | 76.47 | | 9.41 | | 85 |
| 3 | | 1.61 | | 72.58 | | 25.81 | | 62 |
| 4 | | 5.17 | | 77.59 | | 17.24 | | 58 |
| 5 | | 12.20 | | 73.17 | | 14.63 | | 41 |
| 6 | | 3.23 | | 45.16 | | 51.61 | | 31 |
| 7 | | 3.85 | | 61.54 | | 34.62 | | 26 |
| 8 | | 15.38 | | 53.85 | | 30.77 | | 26 |
| All Grades | | 6.92 | | 68.04 | | 25.05 | | 535 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 33.63 | | 47.79 | | 18.58 | | 113 |
| 1 | | 2.15 | | 74.19 | | 23.66 | | 93 |
| 2 | | 16.47 | | 69.41 | | 14.12 | | 85 |
| 3 | | 24.19 | | 62.90 | | 12.90 | | 62 |
| 4 | | 17.24 | | 77.59 | | 5.17 | | 58 |
| 5 | | 9.76 | | 80.49 | | 9.76 | | 41 |
| 6 | | 35.48 | | 61.29 | | 3.23 | | 31 |
| 7 | | 26.92 | | 73.08 | | 0.00 | | 26 |
| 8 | | 0.00 | | 88.46 | | 11.54 | | 26 |
| All Grades | | 18.88 | | 67.29 | | 13.83 | | 535 |

Conclusions based on this data:

Each year, Driffill continues to reclassify students who meet district metrics for reclassification. We still have a large population of EL students due to the fact that every year we have newly enrolled TK and Kinder students. Given the circumstances of the covid-19 related school closure in March 2020, we do not have recent ELPAC data for 2019-20. Anticipating similar academic needs among our English learners, Driffill will continue to provide additional supports such as scaffolding, vocabulary development, and exposure to academic English language. Driffill continues to target interventions in the areas of reading and writing for our EL students.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1169 | 82.4 | 55.1 | 0.7 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 644 | 55.1 |
| Foster Youth | 8 | 0.7 |
| Homeless | 26 | 2.2 |
| Socioeconomically Disadvantaged | 963 | 82.4 |
| Students with Disabilities | 109 | 9.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 1 | 0.1 |
| American Indian | 2 | 0.2 |
| Asian | 1 | 0.1 |
| Filipino | 3 | 0.3 |
| Hispanic | 1142 | 97.7 |
| Two or More Races | 5 | 0.4 |
| Pacific Islander | 1 | 0.1 |
| White | 14 | 1.2 |


Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-20 school year. Nonetheless, Driffill continues to have a large population of socioeconomically disadvantaged students. In order to meet the academic needs, Driffill will make sure that their basic needs are taken care of first. Driffill will focus on strengthening designated and integrated English Language Development for English Language Learners. Driffill will continue to provide free breakfast and lunch to all students. Whether in person or remotely, Driffill will be sending Friday bags filled with food home to our homeless and foster families which include many EL students and continue having a winter closet that provides clothing for students who are in need of proper attire. Driffill will participate in the Operation School Bell, which helps families in need. Finally, Driffill has 4 Autism classes on campus in addition to 4 RSP teachers providing services in order to meet the needs of students with an IEP.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|--|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="771 506 849 533">Green</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Green</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p> | | |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is not data for the 2019-2020. For the 2018-19 school year, the dashboard indicates that Driffill must continue working for improvement in the areas of ELA and Math. Although our school doubled the growth of the district, as we gained 7% in Math and 6% in ELA, we still have a large percent of our population not meeting proficiency. This year we looked at what worked and what didn't to raise scores and are adjusting practices in the classroom to maximize the number of students in the MET/Exceeded category as measured by CAASPP. Our suspension rate and chronic absenteeism have declined over the last couple years.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Yellow 53 points below standard Increased Significantly ++19.7 points 760 | <p>English Learners</p>  Yellow 62.7 points below standard Increased Significantly ++22.8 points 546 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |
| <p>Homeless</p>  No Performance Color 69.6 points below standard Increased Significantly ++22.2 points 23 | <p>Socioeconomically Disadvantaged</p>  Yellow 57.4 points below standard Increased Significantly ++17.3 points 658 | <p>Students with Disabilities</p>  Orange 105.5 points below standard Increased ++10 points 92 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 53.8 points below standard Increased Significantly ++10.6 points 744 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 99.9 points below standard Increased Significantly ++21.1 points 233 | 35.1 points below standard Increased Significantly ++18.8 points 313 | 43 points below standard Increased ++8.5 points 149 |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is not data for the 2019-2020. For the 2018-19 school year, at Driffill our English Learners, Reclassified students and English only students continue to make gains in Language Arts. Despite these gains, we continue to have a large percentage of our students not meeting grade level standards so we are targeting our specific areas of weakness as identified by the CAASPP. Writing is taking place in all subject areas to support student development in this area.

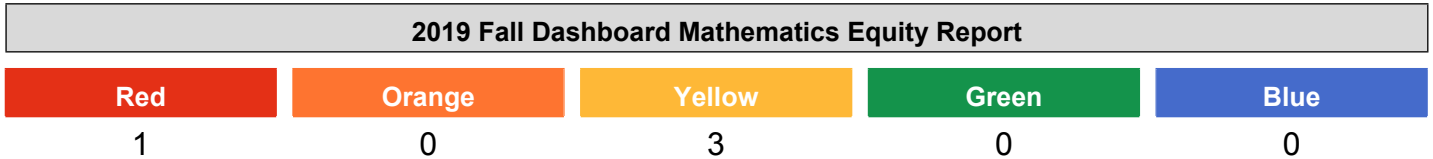
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  Yellow 78.2 points below standard Increased ++13.3 points 761 | <p>English Learners</p>  Yellow 85.6 points below standard Increased ++14.1 points 547 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |
| <p>Homeless</p>  No Performance Color 93.8 points below standard Increased ++14.9 points 23 | <p>Socioeconomically Disadvantaged</p>  Yellow 81.5 points below standard Increased ++11.2 points 659 | <p>Students with Disabilities</p>  Red 128.7 points below standard Maintained 0 points 92 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
| |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 78.4 points below standard Increased ++13 points 745 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 110.9 points below standard Increased ++7.2 points 234 | 66.6 points below standard Increased Significantly ++16.7 points 313 | 74.1 points below standard Increased ++11.8 points 149 |

Conclusions based on this data:

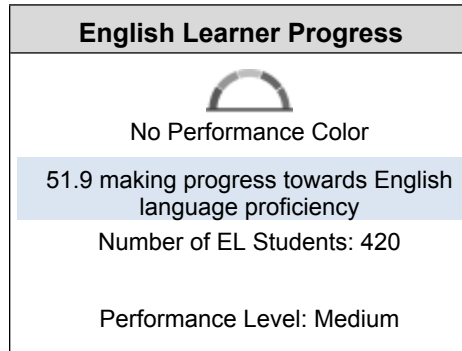
Due to COVID-19 and the school closures, there is not data for the 2019-2020. For the 2018-19 school year, there has been good growth with our students with disabilities and our English Learners as we recognize these are our significant groups to support. We also recognize that the CAASPP has a different format and different question types which needs to be introduced and taught to our students. In order to prepare students we are using the IAB's and FIAB's as test prep. We have students writing in the subject area to explain their reasoning and procedures used in solving problems.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 20.7 | 27.3 | 2.3 | 49.5 |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020. For 2018-2019 school year, EL students continue to be reclassified and show progress, suspension for this group has also declined; progress has been minimal in language arts and math but continues to move forward. Our focus will continue to be Academic Math vocabulary and writing within the curriculum. Driffill strives to utilize evidence-based strategies to increase the proficiency levels of our English Language Learners. Designated and integrated ELD will be implemented using district adopted materials in order target English Language Learner growth. The instructional practices that have proved to be successful will be continued and we are adding ISP's and the implementation of AVID strategies to impact the growth of these students

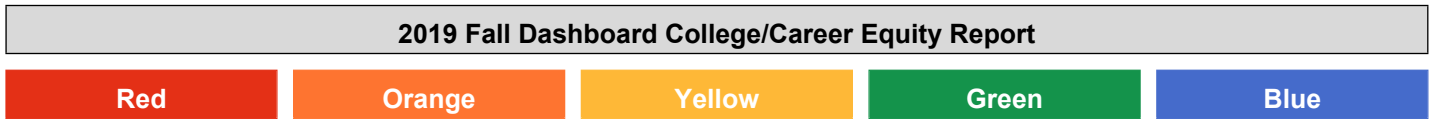
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|---------------|---------------|--------------|-------------|
| Red | Orange | Yellow | Green | Blue |
| 0 | 0 | 1 | 4 | 0 |

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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|---|
| All Students | English Learners | Foster Youth |
|  Green |  Green |  No Performance Color |
| 5.6 | 4.9 | 18.2 |
| Declined -2.2 | Declined -1.8 | 11 |
| 1182 | 656 | |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Green |  Green |  Yellow |
| 5.6 | 5.2 | 13.2 |
| Declined -18.7 | Declined -2.5 | Declined -1 |
| 36 | 1012 | 144 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 5.2 Declined -2.1 1154 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 30.8 Increased +1.4 13 |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020. However, absenteeism significantly affects those particular students progress because of lack of consistency, but we do not have any significant absenteeism per ethnicity or grade level. Our EL, foster, and homeless population are missing the instructional support needed to close the achievement gap and further their English language acquisition. The ORC in collaboration with the attendance clerk, and Administration, will monitor student absences and will develop an incentive based system to improve the chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

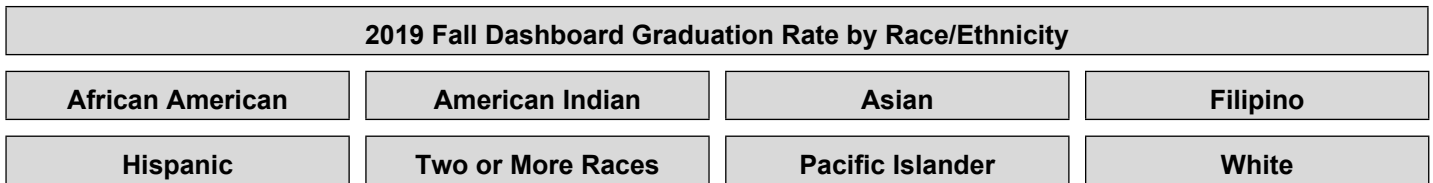
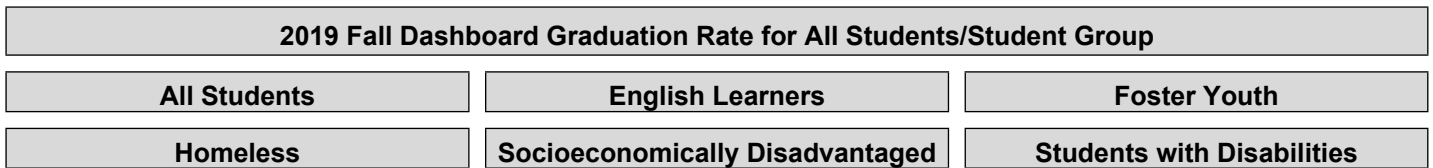
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

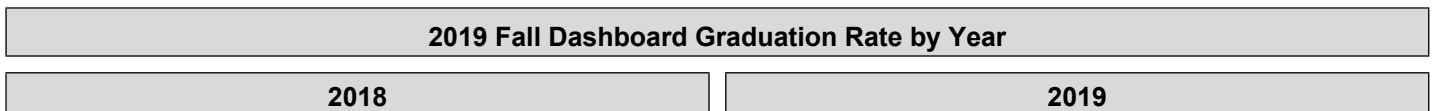
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

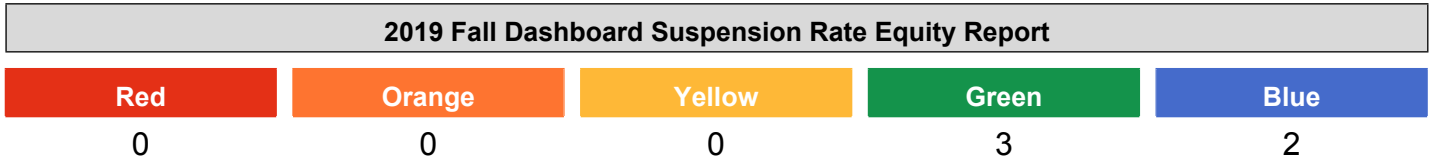
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  <p>Green</p> <p>2</p> <p>Declined -0.5</p> <p>1211</p> | <p>English Learners</p>  <p>Green</p> <p>1.3</p> <p>Declined -0.4</p> <p>668</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>27.3</p> <p>11</p> |
| <p>Homeless</p>  <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>40</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>1.8</p> <p>Declined -0.8</p> <p>1033</p> | <p>Students with Disabilities</p>  <p>Blue</p> <p>0.6</p> <p>Declined Significantly -3.7</p> <p>154</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data 1 |  No Performance Color Less than 11 Students - Data 2 |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color Less than 11 Students - Data 4 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 1.9 Declined -0.6 1182 |  No Performance Color Less than 11 Students - Data 6 |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color 7.1 Increased +1.6 14 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 2.5 | 2 |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020. Nevertheless, Driffill's cultural policy change and perception on student behaviors related to suspensions with the understanding of effective trauma have contributed to a decrease in suspensions. Driffill has also implemented the PBIS Program and a new district-wide formal progressive referral process which has helped with the reduction also. The data significantly reflects the implementation of a PBIS system that promotes student recognition, accountability and positive student/teacher relationship building. The PBIS model will continue to implement CHAMPS, reduce behavioral referrals, and ingrain a culture of growth mindset strategies. Driffill will continue moving away from a punitive system to restorative justice philosophy.

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 academic standards in reading, mathematics and science.

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 | Baseline data from 2018-19 CAASPP scores due to Covid-19. 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 standard 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 | 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: 3rd Grade: 10%. 4th Grade: 10% 5th Grade: 10% 6th Grade: 10% 7th Grade: 10% 8th Grade: 10% The percentage of students who scored Not Met will be decreased by 7% in all grade levels. |
| CAASPP Math | Baseline data from 2018-19 CAASPP scores due to Covid-19. 21.69% of 3rd Grade students met or exceeded standards | 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 |

| 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: 10%. 4th Grade: 10% 5th Grade: 10% 6th Grade: 10% 7th Grade: 10% 8th Grade: 10% The percentage of students who scored Not met will be decreased by 7% for all grade levels.</p> |
| STAR 360 ELA | <p>Baseline data from 2018-19 STAR 360: 29% of K grade students were at or above benchmark 29% of 1st grade students were at or above benchmark 27% of 2nd grade students were at or above benchmark 23% of 3rd grade students were at or above benchmark 19% of 4th grade students were at or above benchmark 20% of 5th grade students were at or above benchmark 14% of 6th grade students were at or above benchmark 11% of 7th grade students were at or above benchmark 6% 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 Grade: 10%. 4th Grade: 10% 5th Grade: 10% 6th Grade: 10% 7th Grade: 10% 8th Grade: 10%</p> |
| STAR 360 Math | <p>Baseline data from 2018-19 STAR 360: 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</p> | <p>The percentage of students on the STAR 360 Math who are at or above benchmark will increase by: 3rd Grade: 10%. 4th Grade: 10% 5th Grade: 10% 6th Grade: 10% 7th Grade: 10% 8th Grade: 10%</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------|--|---|
| | 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 | |
| STAR Early Literacy | | 50% of our TK-1st grade students will meet or exceed benchmark on the STAR Early Literacy. |
| ELPAC/Reclassification | 100% of EL students that met the criteria for reclassification were reclassified. This was 6% of our total EL population. | The number of English Learners reclassified to R-FEP will be at least 8% 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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Ongoing PLCs training will be provided to our Leadership Team using the Leverage model Cycle of Inquiry. Site-wide PLC's will meet every Wednesday. During PLC's teachers will dis-segregate data and identify standards that a majority of the students are not mastering. Ensure full implementation of the CCSS in ELA, Math, Science and ELD 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)

6,000.00

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
teacher extra pay

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.

We will target all Driffill students including: 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. In-person peer observation will be supported to the extent allowed by health regulations. 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) |
|-----------|--|
| 10,000.00 | Title I 1000-1999: Certificated Personnel Salaries Salaries for subs |
| 10,000.00 | LCFF - Targeted 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.

We will target all Driffill students including: 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) |
|-----------|--|
| 8,960.00 | LCFF - Intervention 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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide professional development in a variety of instructional practices that include AVID strategies to enhance student engagement, collaboration, inquiry based pedagogy and higher level thinking skills. Professional development as related to AVID strategies will include additional planning and collaboration time for AVID teachers and AVID tutors. Host AVID guest speakers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 |
| 6,000.00 | LCFF - Intervention 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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Incentive Program will be developed to support and encourage those students that show gains in their scaled 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 Materials |

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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Supply technology apps and computer 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) |
|-----------|-------------------------------|
| 8,000.00 | LCFF - Targeted Curriculum |
| 4,000.00 | Title I 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.

We will target all Driffill students including: 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) | 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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide a virtual and an in-person (to the extent allowed by public health regulations) Homework and Enrichment Club with an emphasis on AVID strategies designed for all students. Homework and Enrichment Club will specifically aim to reduce D and F grades among middle school students and mitigate learning loss from the Covid-19 school shutdown.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 |
| | Teacher extra hours |
| 8,304.00 | Title III |
| | 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.

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 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.

We will target English Learners and Reclassified English Proficient students at Drifill.

Strategy/Activity

Monitor and Support all English Learners and Reclassified Fluent English Proficient students by writing Language Appraisal Team (LAT) plans and provide before or after school 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)

6,000.00

Source(s)

Title III

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.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Principal will conduct data/progress monitoring conferences and accountability talks with teachers three times a year to discuss student progress, intervention and assessment 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)

5,000.00

Source(s)

Title I

Substitute salaries

6,000.00

LCFF - Intervention

Substitute 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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Virtual or In-person Academic Support Camp will be offered to target academic needs and to support test taking strategies, mitigate learning loss from the COVID-19 related shutdown, and/or to reduce D and Fs 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) | Source(s) |
|-----------|--|
| 8,000.00 | LCFF - Intervention Certificated Salaries/Materials |
| 1,500.00 | Discretionary food |

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.

We will target all Driffill students including: 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

AVID

Math

DUAL Language

CABE/Bilingual Local and State Conference

Social Studies/History

Science/STEAM

GATE

CHAMPS/PBIS

PE

Growth Mindset

Wellness

Gardening Club

Recycling Initiative

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Conferences and Fees |
| 7,000.00 | Title III Conferences and Fees |
| 7,000.00 | LCFF - Intervention Conferences and Fees |
| 1,360.00 | Title I Translations |

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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The Renaissance STAR 360, Lexia, STMath, Mystery Science, and Accelerated Reader Programs were purchased to support the assessment and academic program for all students. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The MyOn Program was purchased to support the academic program 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 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.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Before and after school intervention for students who have not made academic growth based on grade level assessments. Intervention 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)

Source(s)

8,000.00

LCFF - Intervention

Extra Hours

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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Two Intervention Support Providers. The support will target students in ELA, DLI 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) |
|-----------|------------------------------------|
| 25,000.00 | LCFF - Intervention ISP Teacher |
| 25,000.00 | Title I ISP Teacher |

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.

We will target all Driffill students including: 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) |
|-----------|--------------------------------------|
| 3,000.00 | Title I Subs - certificated staff |
| 10,000.00 | Title I Resources and 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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Students will participate virtual or in-person field trips and enrichment activities (to the extent allowed by health regulations) to support the core content.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Transportation |
| 1,000.00 | Title I Fees |

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.

We will target first-generation college-bounds 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) |
|-----------|--------------------------------|
| 3,260.00 | LCFF - Targeted Instruction |

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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

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) |
|-----------|-----------------------------------|
| 5,000.00 | Title I Transportation |
| 500.00 | Title I Fees |
| 1,000.00 | LCFF - Targeted Transportation |
| 1,000.00 | LCFF - Targeted Fees |

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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Purchase supplemental books, supplies and materials for instructional staff and students to enhance the core curriculum and support state standards. Purchase supplies and equipment for instructional staff and students specific to 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) |
|-----------|-----------|
|-----------|-----------|

| | |
|----------|---|
| 9,000.00 | Title I Books other than textbooks, Materials and 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.

We will target all Drifill students including: 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, one general parent meeting each trimester to communicate process and new 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) |
|-----------|------------------------|
| 4,000.00 | Title I Extra Hours |
| 1,000.00 | Title I 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.

We will target all Drifill students including: 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, 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) |
|-----------|------------------------------|
| 4,000.00 | Title I Extra Hours |
| 3,000.00 | Title I Materials |
| 1,000.00 | Title I Transportation |
| 10,000.00 | LCFF - Targeted Materials |

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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Support Staff will be provided by the District: K-5 will have two ISPs (English and Spanish) and grades 6-8 will be supported with a Math and a Science 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 Salary |

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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Mentors 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)

[Empty box for Amount(s)]

District Funded
Salaries and 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.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Incorporate site created units that focus on environmental science and global awareness. Have access to science apps that support NGSS and the science 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)

3,000.00

LCFF - Targeted
Science Apps.

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.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Provide Extra Clerical and campus supervisor 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) |
|-----------|---|
| 4,000.00 | Discretionary clerical extra help and overtime 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.

We will target all Driffill students including: 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) |
|-----------|--|
| 9,000.00 | Discretionary Services and other operating expenditures-equipment maintenance |
| 8,000.00 | Discretionary Ink for copy machines and printers |
| 12,000.00 | Discretionary cost to replace old computer equipment and supplies |

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.

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.

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 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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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. 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 continue implement effective strategies and activities that led to the growth and add additional strategies that incorporate a strong PLC 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.

We are maximizing budget allocations to PLC's, instructional support and materials to address the challenges of distance learning and to mitigate learning loss as a result of the covid-19 related school closure. However, due to the decrease in budget as compared to the 2019-2020, we are not able to fully implement programs we had in place in previous 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.

We have identified that strong PLC's will enable teachers to have planning time, analyze data and complete cycles of inquiry that lead to data driven instruction. Driffill is incorporating technology apps such as IXL, STMath for Math and Newsela and Lexia for Language Arts to supplement Tier I instruction and to mitigate learning loss.

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 2020-2021 will decrease by 2% of the students suspended. |
| Attendance Data | Chronic Absenteeism rates for 2019-2020 were 7.9% | Chronic Absenteeism rates for 2020-2021 will decrease by 2%. |
| Behavioral Referrals to the office | Referral Rates for 2019-2020 were 134 office referrals. | Referral Rates for 2020-2021 will decrease 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.

We will target all Driffill students including: 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) |
|-----------|-----------------|
| | District Funded |
| | Safety |

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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Virtual 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, fitness/sports. Provide incentives and or rewards for participation in these activities. Activities and clubs will promote healthy, social-emotional habits, provide academic support, 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 - Targeted awards |
| 8,000.00 | Discretionary 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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Our PBIS Team will support positive attendance, engagement, and behaviors in classrooms and in all school activities. The team will develop and implement strategies that support academically productive student behaviors and that build individual and collective social awareness 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 |
| | District Funded PBIS |
| 4,000.00 | LCFF - Targeted 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.

We will target all Drifffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

PBIS/CHAMPS conferences and professional development will be offered to staff 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 - Targeted Collaboration Time- extra Teacher Hours |
| 2,000.00 | Discretionary 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.

We will target all Drifill students including: 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 and behaviors. Incentives will be available virtually and 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)

3,000.00

Source(s)

LCFF - Targeted

Materials

0

Centralized Services

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.

We will target all Drifill students including: 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 with chronic absenteeism. Incentives will be available virtually and 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)

2,000.00

Source(s)

LCFF - Targeted

Materials

| | |
|---|--|
| 0 | Centralized Services Counselor salary |
| 0 | 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 Driffill 5th and 7th grade students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The Music Van may be provided for the 5th grade as an enrichment activity (to the extent possible given health regulations.) The Drum Bus will be provided for the 5th and 7th 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 Fees |

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 Driffill students.

Strategy/Activity

Apps and other equipment will be purchased to support Positive Behavior 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) |
|-----------|------------------------------|
| 1,000.00 | LCFF - Targeted 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 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)

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.

We will target all Drifill students including: 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)

1000.00

Source(s)

LCFF - Targeted
Admission and Fees

2000.00

LCFF - Targeted
Transportation

700.00

LCFF - Targeted
Materials

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.

We will target all 6th grade Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The Tobacco Bus will be provided for the 6th 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
Contracts and Services

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.

We will target Homeless youth at Drifill.

Strategy/Activity

Provide the Connected program for homeless youth to connect with virtual instruction on-site during remote 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
Contracts and Services

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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The Safe School Plan will be developed and implemented.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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 - Targeted

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.

We will target all Driffill students including: 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 - Targeted

Materials

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.

We will target all Driffill students including: 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. Supplemental materials and 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)

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.

We will target all Drifill students including: 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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.

We will target all Drifill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

All students and staff will participate in monthly safety drills. Students, staff and parents will participate in an annual reunification 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)

[Empty box for Amount(s)]

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.

We will target all Driffill students including: 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)

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 all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

The PBIS model emphasizes on a well equipped and efficient playground system and structure. Therefore, Driffill 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)

Source(s)

6,566.00

Discretionary
Costs of Recess and PE equipment

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: 2019-20

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 social emotional needs of our students both in person and virtually. Our school was recognized as a silver medal PBIS school 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 challenges of distance learning and to mitigate the learning loss related to the covid-19 school closure, we have designated maximum budget allocations to support attendance,

engagement, and social-emotional wellness strategies. Additionally, we have had students with ongoing attendance issues transfer to Driffill from other schools. Despite working with our counselor and Outreach Specialist, we have found it difficult to contact and build relationships that supports attendance of chronically absent student transfers. 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 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 | Based on the number of EL needs Assessment surveys returned in 2019-2020 parent education, enrichment activities and intervention were identified 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%. |

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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Parent Messages 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.

We will target all Driffill students including: 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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 - Targeted
Contracts and Services

| | |
|----------|---|
| 2,000.00 | LCFF - Targeted Extra Hours |
| 4,000.00 | LCFF - Targeted Materials and Supplies |
| 1,000.00 | Discretionary Translation Services |
| 500.00 | Discretionary Babysitting |

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.

We will target all Driffill students including: 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)

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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Parents will be invited to attend parent/teacher conferences in grades TK-8 to discuss student progress and 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) |
|-----------|---------------------------------------|
| 500.00 | Discretionary 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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

ELAC, Title I/Cafe con Padres and SSC 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 provided 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) |
|-----------|---|
| 5,000.00 | Discretionary Materials and Supplies |
| 2,000.00 | Discretionary Food |

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.

We will target all Driffill students including: 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 and in the Spring for students who are not meeting 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)

Discretionary

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.

We will target all Driffill students including: 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 interventions as needed. Provide materials, resources, apps, 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)

4,000.00

Source(s)

LCFF - Targeted

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.

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.

We will target all Driffill students including: 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)

Source(s)

2,000.00

LCFF - Targeted

Substitutes

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.

We will target all Driffill students including: 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)

Source(s)

7,000.00

Discretionary

Materials and Supplies

5,000.00

LCFF - Targeted

Materials and 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.

We will target all Driffill students including: English Learners, Migrant, Special Education, Socioeconomically Disadvantaged, Foster, Homeless, African-American, and GATE.

Strategy/Activity

Translation Services will be provided at Back to School Night and 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)

500

Source(s)

Discretionary

Translators

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: 2019-20

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 Driffill it is our desire to welcome families to our campus and have them partner with us in educating our students. The more welcome they feel the greater the impact we can have on the Driffill population. We aim to build positive connection and relationships with parents and families to directly impact student achievement. Given the challenges of distance learning, Driffill 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.

Money is allocated for our parents to attend workshops but only a small percent (9%) take advantage of the opportunity. The strategies outlined here provide more intensive support of families specific to the challenges of distance learning. Driffill has increased allocations to strategies related to this goal to provide ample, targeted support to families.

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 | \$142,164.00 |
| 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 | \$368,150.00 |

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 | \$105,860.00 |
| Title III | \$36,304.00 |

Subtotal of additional federal funds included for this school: \$142,164.00

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 (\$) |
|-------------------------|-------------|
| Centralized Services | \$0.00 |
| Discretionary | \$68,066.00 |
| District Funded | \$0.00 |
| LCFF - Intervention | \$78,960.00 |
| LCFF - Targeted | \$78,960.00 |

Subtotal of state or local funds included for this school: \$225,986.00

Total of federal, state, and/or local funds for this school: \$368,150.00

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 | 105,860.00 | 0.00 |
| Title III | 36,304.00 | 0.00 |
| LCFF - Targeted | 78,960.00 | 0.00 |
| LCFF - Intervention | 78,960.00 | 0.00 |
| Discretionary | 68,066.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------|------------|
| Centralized Services | 0.00 |
| Discretionary | 68,066.00 |
| District Funded | 0.00 |
| LCFF - Intervention | 78,960.00 |
| LCFF - Targeted | 78,960.00 |
| Title I | 105,860.00 |
| Title III | 36,304.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|----------------------|-----------|
| | Centralized Services | 0.00 |
| | Discretionary | 53,066.00 |
| | Discretionary | 15,000.00 |
| | District Funded | 0.00 |
| | LCFF - Intervention | 46,000.00 |
| | LCFF - Intervention | 32,960.00 |
| | LCFF - Targeted | 47,960.00 |

| | | |
|--|-----------------|-----------|
| | LCFF - Targeted | 31,000.00 |
| | Title I | 77,860.00 |
| | Title I | 12,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 16,000.00 |
| | Title III | 27,304.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 9,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 291,884.00 |
| Goal 2 | 40,266.00 |
| Goal 3 | 36,000.00 |

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
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 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 |
| Da Xia Carillo | Secondary Student |
| Koda Blackbear | Secondary Student |
| Luis Camarena | 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

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 15, 2020.

Attested:



Principal, Gilbert Elizarraraz on 10/15/2020

SSC Chairperson, Myriam Cervantez on 10/15/2020

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 |
|------------------------------|-----------------------------------|--|---------------------------|
| Elm Street Elementary School | 56725386055289 | October 12, 2020 | November 4, 2020 |

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. Elm St. School will focus on the area of teaching and learning to successfully meet the needs of all students. 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 2nd through 5th grade. We will implement CCSS through the following state adopted programs McGraw-Hill, My Math and Wonders/Maravillas. We will also be using Dual Language Units in Kindergarten and First grade written by our District to ensure CCSS is at the forefront in our Dual Language Classes. We are currently piloting Next Generation Science Standards (NGSS) and using FOSS kits. In addition, we implement several intervention programs. These interventions include small group instruction with Classroom Teachers, Reading Specialist and Instructional Support Providers. The teaching staff at Elm St. School is committed to the process of implementing CCSS and dedicated to higher level thinking and learning 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 informally 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. 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. Elm St. School maintains continual communication with all stakeholders through SSC, ELAC, Title 1 Meetings, Coffee with the Principal, PTA meetings, monthly informational calendar, and Connect Ed.

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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 one grade level a day 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. .

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 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 Early Literacy, Math & Reading in English, as well as Spanish for the Dual Language Immersion Program

ELPAC

CAASPP

IAB

Essential Literacy Skills (ELS)

Curriculum Benchmarks

BPST

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet weekly 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 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. The addition of CANVAS lead teachers at each site has been a critical component during Distance Learning with the purpose of providing technology support at the site level to teachers.

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. An Instructional Specialists for science and a Math Manager work directly with teachers to support instruction in science and math. The guidance and support from the Educational Services Department has been crucial during Distance Learning, and providing centralized teaching schedules for teachers has been extremely valuable to give a defined structure to meet the educational needs of students. The Site Principals function as instructional leaders, and the addition of the Weekly Update to provide information to administrators has been a welcome addition during Distance Learning.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

The centralized teaching schedules have provided the opportunity for teachers to meet by grade level each week during the instructional day in order to be able to collaborate on best teaching practices and monitor student growth. The three School-Wide goals during the 2020-2021 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, and the current centralized Distance Learning schedules meet the minimum requirement of minutes approved by the state of California. 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. During Distance Learning, all textbooks and materials have been provided to all students to take home. If families were unable to pick up materials, materials were mailed to the student or delivered to the student at home. Hot-Spots have been provided to households in need of them, so that every child has accessibility to Distance Learning during the COVID-19 Pandemic.

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 during Distance Learning all textbooks and materials have been provided to all students to have at home. 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)

First instruction is a critical component to enable under-performing students to meet standards. 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 during Distance Learning. The four Instructional "Look Fors" for the 2020-2021 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 my 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 remotely via Zoom. Agenda's continued to be provided via our site website, 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 2020-2020 academic year, we continued 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, parent-teacher conferences in Fall and Spring, volunteer in classroom and chaperone students on field trips.

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. In March of 2020, the Leadership team met on a weekly basis instead of monthly to ensure involvement. During the 2020-2021 academic year, the Leadership Team has been meeting bi-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
- Enrichment Field Trips
- Substitutes for SST/IEP meetings
- Library Media Tech
- Professional Development and Conferences

Centralized Funding has provided extra support through the hiring of an Intervention Support Provider (ISP), which will target small group intervention in reading with an emphasis in the primary grades. Site funding thorough Title III will be allocated to support English Language Learners ELL) by providing extra support through an additional Intervention Support Provider (ISP), which will also target small group intervention in reading. Title I funding is also being provided for teachers to provide tutoring afterschool.

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 (ELL). The district receives Supplemental and Concentration LCFF funding, and sites are allocated a portion of these funds in order to provide additional resources toward student achievement. Elm St. School has put an emphasis in providing the necessary resources to support students, families and staff with Distance Learning resources.

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. The proposed 2020-2021 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 2020-2021 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 Outreach Coordinator (ORC) position was vacant due to COVID-19 Family Leave, and a replacement was not able to be provided. The ORC position is a critical component for family outreach especially during Distance Learning. The primary role of the ORC during Distance Learning is to connect families with needed services and to provide support for technology access, especially for the use of new platforms and programs, such as CANVAS, STMath and Lexia. In the absence of an ORC, many of those duties have been handled by the principal and office staff.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | % | 0% | | | 0 |
| African American | % | % | 0.18% | | | 1 |
| Asian | 0.16% | % | 0% | 1 | | 0 |
| Filipino | 0.63% | % | 0.36% | 4 | | 2 |
| Hispanic/Latino | 96.99% | % | 96.98% | 612 | | 545 |
| Pacific Islander | 0.32% | % | 0.18% | 2 | | 1 |
| White | 1.74% | % | 1.96% | 11 | | 11 |
| Multiple/No Response | % | % | 0.36% | | | 0 |
| Total Enrollment | | | | 631 | | 562 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 96 | | 94 |
| Grade 1 | 92 | | 83 |
| Grade 2 | 99 | | 95 |
| Grade3 | 108 | | 87 |
| Grade 4 | 112 | | 106 |
| Grade 5 | 124 | | 97 |
| Total Enrollment | 631 | | 562 |

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. It is most likely that families did not enroll their children due to the COVID-19 pandemic and Distance Learning. Our enrollment went from 550 in the 2019-2020 academic year to 525 in the 2020-2021 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 400 | | | 71.2% |
| Fluent English Proficient (FEP) | | | 84 | | | 14.9% |
| Reclassified Fluent English Proficient (RFEP) | | | 60 | | | 14.0% |

Conclusions based on this data:

Elm St. School had a high increase in students reaching reclassification criteria from the previous year. During the 2017-18 Academic year, 12 students were re-classified. During the 2018-19 academic year, 51 students were re-classified. Teachers have a designated ELD block, which focuses on the four domains. Due to the the fidelity of ELD, a greater number of students have been re-classified.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 121 | 105 | 101 | 120 | 104 | 99 | 120 | 104 | 99 | 99.2 | 99 | 98 |
| Grade 4 | 129 | 114 | 99 | 128 | 114 | 99 | 128 | 114 | 99 | 99.2 | 100 | 100 |
| Grade 5 | 103 | 126 | 112 | 102 | 124 | 112 | 102 | 124 | 112 | 99 | 98.4 | 100 |
| All Grades | 353 | 345 | 312 | 350 | 342 | 310 | 350 | 342 | 310 | 99.2 | 99.1 | 99.4 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2333. | 2363. | 2357. | 5.00 | 9.62 | 6.06 | 7.50 | 18.27 | 9.09 | 18.33 | 17.31 | 30.30 | 69.17 | 54.81 | 54.55 |
| Grade 4 | 2388. | 2375. | 2405. | 4.69 | 5.26 | 12.12 | 13.28 | 7.02 | 15.15 | 18.75 | 20.18 | 13.13 | 63.28 | 67.54 | 59.60 |
| Grade 5 | 2421. | 2426. | 2430. | 0.98 | 4.84 | 6.25 | 12.75 | 16.13 | 17.86 | 32.35 | 23.39 | 17.86 | 53.92 | 55.65 | 58.04 |
| All Grades | N/A | N/A | N/A | 3.71 | 6.43 | 8.06 | 11.14 | 13.74 | 14.19 | 22.57 | 20.47 | 20.32 | 62.57 | 59.36 | 57.42 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 5.00 | 9.62 | 9.09 | 25.00 | 38.46 | 38.38 | 70.00 | 51.92 | 52.53 |
| Grade 4 | 9.38 | 7.89 | 11.11 | 35.16 | 34.21 | 36.36 | 55.47 | 57.89 | 52.53 |
| Grade 5 | 5.88 | 8.87 | 11.61 | 46.08 | 40.32 | 33.04 | 48.04 | 50.81 | 55.36 |
| All Grades | 6.86 | 8.77 | 10.65 | 34.86 | 37.72 | 35.81 | 58.29 | 53.51 | 53.55 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.17 | 3.85 | 5.05 | 25.00 | 36.54 | 38.38 | 70.83 | 59.62 | 56.57 |
| Grade 4 | 4.69 | 3.51 | 7.07 | 37.50 | 27.19 | 43.43 | 57.81 | 69.30 | 49.49 |
| Grade 5 | 2.94 | 6.45 | 4.46 | 43.14 | 35.48 | 42.86 | 53.92 | 58.06 | 52.68 |
| All Grades | 4.00 | 4.68 | 5.48 | 34.86 | 33.04 | 41.61 | 61.14 | 62.28 | 52.90 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.17 | 8.65 | 5.05 | 53.33 | 64.42 | 64.65 | 42.50 | 26.92 | 30.30 |
| Grade 4 | 3.13 | 2.63 | 12.12 | 52.34 | 60.53 | 53.54 | 44.53 | 36.84 | 34.34 |
| Grade 5 | 4.90 | 3.23 | 2.68 | 57.84 | 54.84 | 54.46 | 37.25 | 41.94 | 42.86 |
| All Grades | 4.00 | 4.68 | 6.45 | 54.29 | 59.65 | 57.42 | 41.71 | 35.67 | 36.13 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 9.17 | 11.54 | 6.06 | 31.67 | 36.54 | 44.44 | 59.17 | 51.92 | 49.49 |
| Grade 4 | 5.47 | 3.51 | 14.14 | 44.53 | 36.84 | 33.33 | 50.00 | 59.65 | 52.53 |
| Grade 5 | 3.92 | 9.68 | 14.29 | 43.14 | 41.13 | 34.82 | 52.94 | 49.19 | 50.89 |
| All Grades | 6.29 | 8.19 | 11.61 | 39.71 | 38.30 | 37.42 | 54.00 | 53.51 | 50.97 |

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 which has driven us to look at local assessments more closely for the data information needed to drive instruction. When analyzing the STAR 360 data in both Reading and Early Literacy, Elm St. School was on a positive trajectory of growth in all grade levels in Reading and Early Literacy in English and Spanish when comparing Fall 2019-20 and Winter 2019-2020 Scale Scores (SS) and Percentile Data. Currently our Fall 2020-2021 data reveals that our students regressed in comparison to State and District comparisons in both Reading and Math STAR 360 data, except in the area of STAR Reading Spanish Proficiency Rate (District Benchmark). Elm St. School has an overall 4.2 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 8%, and the Urgent Intervention group is 10.9% higher as compared to the District benchmark. In the State Benchmark, Elm St. School has an overall lower proficiency of 10.8%, and the Urgent Intervention group is 21.2% higher as compared to the state benchmark. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 6.3% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 6.3% of students as compared to the District. 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 16.3%, and the Urgent Intervention group is 10.8% 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 3.9%, and the Urgent Intervention group is 0.4 less as compared to District benchmarks. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 10% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 10% of students as compared to the District. As a site team, we need to recognize the positive trajectory of growth that Elm St. School was on prior to March of 2020. 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 during these challenging times of the COVID-19 Pandemic, and provide the best First Instruction to our students via Distance Learning.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 121 | 105 | 101 | 120 | 104 | 101 | 120 | 104 | 101 | 99.2 | 99 | 100 |
| Grade 4 | 129 | 114 | 99 | 128 | 114 | 99 | 128 | 114 | 99 | 99.2 | 100 | 100 |
| Grade 5 | 103 | 126 | 112 | 102 | 125 | 112 | 102 | 125 | 112 | 99 | 99.2 | 100 |
| All Grades | 353 | 345 | 312 | 350 | 343 | 312 | 350 | 343 | 312 | 99.2 | 99.4 | 100 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2357. | 2381. | 2375. | 0.83 | 3.85 | 5.94 | 7.50 | 19.23 | 8.91 | 29.17 | 25.96 | 33.66 | 62.50 | 50.96 | 51.49 |
| Grade 4 | 2404. | 2401. | 2425. | 0.78 | 0.88 | 5.05 | 10.94 | 9.65 | 10.10 | 41.41 | 33.33 | 40.40 | 46.88 | 56.14 | 44.44 |
| Grade 5 | 2409. | 2423. | 2421. | 0.98 | 1.60 | 1.79 | 0.00 | 4.00 | 3.57 | 24.51 | 23.20 | 22.32 | 74.51 | 71.20 | 72.32 |
| All Grades | N/A | N/A | N/A | 0.86 | 2.04 | 4.17 | 6.57 | 10.50 | 7.37 | 32.29 | 27.41 | 31.73 | 60.29 | 60.06 | 56.73 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 1.67 | 9.62 | 7.92 | 27.50 | 31.73 | 27.72 | 70.83 | 58.65 | 64.36 |
| Grade 4 | 3.91 | 5.26 | 7.07 | 21.88 | 23.68 | 29.29 | 74.22 | 71.05 | 63.64 |
| Grade 5 | 0.98 | 1.60 | 2.68 | 16.67 | 16.80 | 19.64 | 82.35 | 81.60 | 77.68 |
| All Grades | 2.29 | 5.25 | 5.77 | 22.29 | 23.62 | 25.32 | 75.43 | 71.14 | 68.91 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 5.00 | 10.58 | 9.90 | 31.67 | 38.46 | 45.54 | 63.33 | 50.96 | 44.55 |
| Grade 4 | 3.13 | 2.63 | 8.08 | 31.25 | 37.72 | 42.42 | 65.63 | 59.65 | 49.49 |
| Grade 5 | 0.98 | 1.60 | 2.68 | 21.57 | 30.40 | 25.89 | 77.45 | 68.00 | 71.43 |
| All Grades | 3.14 | 4.66 | 6.73 | 28.57 | 35.28 | 37.50 | 68.29 | 60.06 | 55.77 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2.50 | 5.77 | 4.95 | 38.33 | 48.08 | 40.59 | 59.17 | 46.15 | 54.46 |
| Grade 4 | 3.91 | 6.14 | 8.08 | 39.06 | 38.60 | 43.43 | 57.03 | 55.26 | 48.48 |
| Grade 5 | 0.00 | 2.40 | 1.79 | 32.35 | 36.00 | 34.82 | 67.65 | 61.60 | 63.39 |
| All Grades | 2.29 | 4.66 | 4.81 | 36.86 | 40.52 | 39.42 | 60.86 | 54.81 | 55.77 |

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 which has driven us to look at local assessments more closely for the data information needed to drive instruction. When analyzing the STAR 360 data in Math, Elm St. School was on a positive trajectory of growth in all grade levels in Math when comparing Fall 2019-20 and Winter 2019-2020 Scale Scores (SS) and Percentile Data. Math continues to be the area of strength at Elm St. School as a whole. Currently our Fall 2020-2021 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 0.8%, and the Urgent Intervention group is .4% lower as compared to the District benchmark. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 7.2% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 7.2% of students as compared to the District. As a site team, we need to recognize the positive trajectory of growth that Elm St. School was on prior to March of 2020. 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 during these challenging times of the COVID-19 Pandemic, and provide the best First Instruction to our students via Distance Learning.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1413.6 | | 1424.2 | | 1388.7 | | 66 |
| Grade 1 | | 1443.4 | | 1448.4 | | 1437.8 | | 83 |
| Grade 2 | | 1487.2 | | 1488.0 | | 1485.9 | | 75 |
| Grade 3 | | 1479.8 | | 1476.7 | | 1482.3 | | 49 |
| Grade 4 | | 1515.2 | | 1504.8 | | 1525.0 | | 52 |
| Grade 5 | | 1525.1 | | 1512.7 | | 1537.0 | | 49 |
| All Grades | | | | | | | | 374 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 6.06 | | 34.85 | | 46.97 | | 12.12 | | 66 |
| 1 | | 6.02 | | 24.10 | | 51.81 | | 18.07 | | 83 |
| 2 | | 18.67 | | 38.67 | | 36.00 | | 6.67 | | 75 |
| 3 | | 8.16 | | 36.73 | | 36.73 | | 18.37 | | 49 |
| 4 | | 13.46 | | 53.85 | | 30.77 | | 1.92 | | 52 |
| 5 | | 16.33 | | 48.98 | | 26.53 | | 8.16 | | 49 |
| All Grades | | 11.23 | | 37.97 | | 39.57 | | 11.23 | | 374 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 7.58 | | 43.94 | | 30.30 | | 18.18 | | 66 |
| 1 | | 14.46 | | 28.92 | | 39.76 | | 16.87 | | 83 |
| 2 | | 32.00 | | 42.67 | | 14.67 | | 10.67 | | 75 |
| 3 | | 22.45 | | 38.78 | | 20.41 | | 18.37 | | 49 |
| 4 | | 32.69 | | 50.00 | | 9.62 | | 7.69 | | 52 |
| 5 | | 28.57 | | 53.06 | | 12.24 | | 6.12 | | 49 |
| All Grades | | 22.19 | | 41.71 | | 22.73 | | 13.37 | | 374 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 3.03 | | 25.76 | | 62.12 | | 9.09 | | 66 |
| 1 | | 3.61 | | 20.48 | | 50.60 | | 25.30 | | 83 |
| 2 | | 10.67 | | 37.33 | | 28.00 | | 24.00 | | 75 |
| 3 | | 4.08 | | 14.29 | | 55.10 | | 26.53 | | 49 |
| 4 | | 9.62 | | 32.69 | | 50.00 | | 7.69 | | 52 |
| 5 | | 6.12 | | 28.57 | | 57.14 | | 8.16 | | 49 |
| All Grades | | 6.15 | | 26.74 | | 49.47 | | 17.65 | | 374 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 7.58 | | 80.30 | | 12.12 | | 66 | |
| 1 | | 34.94 | | 54.22 | | 10.84 | | 83 | |
| 2 | | 41.33 | | 52.00 | | 6.67 | | 75 | |
| 3 | | 8.16 | | 65.31 | | 26.53 | | 49 | |
| 4 | | 25.00 | | 65.38 | | 9.62 | | 52 | |
| 5 | | 10.20 | | 77.55 | | 12.24 | | 49 | |
| All | | 23.26 | | 64.44 | | 12.30 | | 374 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 24.24 | | 54.55 | | 21.21 | | 66 | |
| 1 | | 3.61 | | 75.90 | | 20.48 | | 83 | |
| 2 | | 26.67 | | 58.67 | | 14.67 | | 75 | |
| 3 | | 38.78 | | 44.90 | | 16.33 | | 49 | |
| 4 | | 38.46 | | 55.77 | | 5.77 | | 52 | |
| 5 | | 71.43 | | 24.49 | | 4.08 | | 49 | |
| All Grades | | 30.21 | | 55.08 | | 14.71 | | 374 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 0.00 | | 92.42 | | 7.58 | | 66 |
| 1 | | 12.05 | | 46.99 | | 40.96 | | 83 |
| 2 | | 17.33 | | 64.00 | | 18.67 | | 75 |
| 3 | | 4.08 | | 55.10 | | 40.82 | | 49 |
| 4 | | 5.77 | | 78.85 | | 15.38 | | 52 |
| 5 | | 12.24 | | 73.47 | | 14.29 | | 49 |
| All Grades | | 9.09 | | 67.38 | | 23.53 | | 374 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 25.76 | | 63.64 | | 10.61 | | 66 |
| 1 | | 3.61 | | 69.88 | | 26.51 | | 83 |
| 2 | | 8.00 | | 64.00 | | 28.00 | | 75 |
| 3 | | 10.20 | | 73.47 | | 16.33 | | 49 |
| 4 | | 21.15 | | 75.00 | | 3.85 | | 52 |
| 5 | | 10.20 | | 85.71 | | 4.08 | | 49 |
| All Grades | | 12.57 | | 70.86 | | 16.58 | | 374 |

Conclusions based on this data:

During the 2018-19 Academic year, 51 students were re-classified. During the 2019-20 academic year, 18 students were re-classified. In March 2020, due to the COVID-19 pandemic and school closures, we did not administer the ELPAC test which was scheduled to start the week of March 16, 2020. Teachers continue to have a designated ELD block via Distance Learning, which focuses on the four domains.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 574 | 86.8 | 74.6 | 0.2 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 428 | 74.6 |
| Foster Youth | 1 | 0.2 |
| Homeless | 5 | 0.9 |
| Socioeconomically Disadvantaged | 498 | 86.8 |
| Students with Disabilities | 61 | 10.6 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 1 | 0.2 |
| Filipino | 3 | 0.5 |
| Hispanic | 556 | 96.9 |
| Two or More Races | 1 | 0.2 |
| Pacific Islander | 2 | 0.3 |
| White | 11 | 1.9 |





Conclusions based on this data:

The majority of our students at Elm St. School are both Socioeconomically Disadvantaged and English Language Learners. With this knowledge, we have to be very mindful of the ELPAC scores and use this information to drive instruction.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|--|
| English Language Arts  Orange | Chronic Absenteeism  Orange | Suspension Rate  Green |
| Mathematics  Yellow | | |

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 which has driven us to look at local assessments more closely for the data information needed to drive instruction. When analyzing the STAR 360 data in Reading , Early Literacy, and Math Elm St. School was on a positive trajectory of growth in all grade levels in Reading and Early Literacy in English and Spanish when comparing Fall 2019-20 and Winter 2019-2020 Scale Scores (SS) and Percentile Data. Elm St. School was closing the achievement gap. As a result, Elm St. School has reviewed CAASPP and STAR 360 data and agreed on School Wide goals and Instructional "Look For" focuses in order to drive the Professional Learning Communities (PLC) during the 2020-2021 academic year. Elm St. School is doing very well overall in the area of Absenteeism, but we have put some new procedures in place to increase our Attendance Rate as well as kept procedures that have supported an overall increase in attendance. Classrooms are rewarded after 5, 10, 15 and 25 days of consecutive days of perfect attendance with positive incentives. Classrooms are also able to fill in a Perfect Attendance Banner. A letter is filled in every time the class has perfect attendance. This perfect Attendance Banner does not have to be completed in consecutive days. When the banner is completely filled in the class receives a positive incentive. Each of these strategies have been put in place to focus on the positive. The Attendance Tech and Counselor are also working directly with the students with disabilities to increase the overall attendance in this specific category. Individual incentives are given to students with a higher percentage rate of absenteeism. During Distance Learning, we will be recognizing one classroom per grade level with the highest percentage of attendance. We will have goodie bags filled with attendance incentives. Elm St. Schools overall suspension rate is very low. As the I continue as Principal and no longer the Interim Principal, I will continue to implement the strategies of Restorative Justice in order to decrease the rate of suspension in the student group of students with disabilities. I have also been working with the Counselor and Classroom teachers to look at other alternatives for Suspension. The implementation of CHAMPS in every classroom has also supported a low suspension rate and we will continue to use CHAMPS strategies to continue to lower our overall suspension rate.

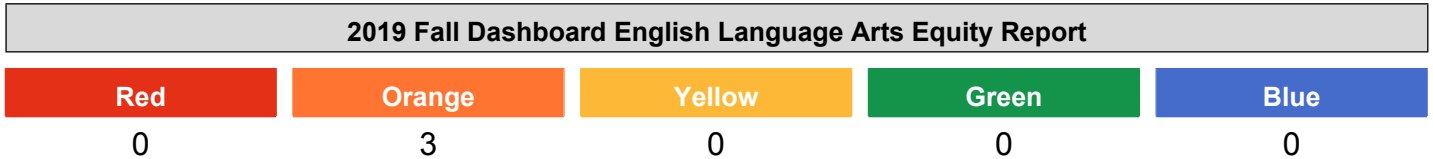
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p> <p>Orange</p> <p>70.7 points below standard</p> <p>Increased ++9.4 points</p> <p>304</p> | <p>English Learners</p> <p>Orange</p> <p>75.1 points below standard</p> <p>Increased ++10.8 points</p> <p>243</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>75.1 points below standard</p> <p>Increased ++9.8 points</p> <p>267</p> | <p>Students with Disabilities</p> <p>No Performance Color</p> <p>112.8 points below standard</p> <p>Increased Significantly ++22.8 points</p> <p>37</p> |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 70.4 points below standard Increased ++10.1 points 296 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 111.9 points below standard Increased ++10.1 points 143 | 22.5 points below standard Increased ++3.4 points 100 | 67.2 points below standard Maintained -1.6 points 53 |

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 which has driven us to look at local assessments more closely for the data information needed to drive instruction. When analyzing the STAR 360 data in both Reading and Early Literacy, Elm St. School was on a positive trajectory of growth in all grade levels in Reading and Early Literacy in English and Spanish when comparing Fall 2019-20 and Winter 2019-2020 Scale Scores (SS) and Percentile Data. Currently our Fall 2020-2021 data reveals that our students regressed in comparison to State and District comparisons in both Reading and Math STAR 360 data, except in the area of STAR Reading Spanish Proficiency Rate (District Benchmark). Elm St. School has an overall 4.2 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 8%, and the Urgent Intervention group is 10.9% higher as compared to the District benchmark. In the State Benchmark, Elm St. School has an overall lower proficiency of 10.8%, and the Urgent Intervention group is 21.2% higher as compared to the state benchmark. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 6.3% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 6.3% of students as compared to the District. 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 16.3%, and the Urgent Intervention group is 10.8% 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 3.9%, and the Urgent

Intervention group is 0.4 less as compared to District benchmarks. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 10% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 10% of students as compared to the District. As the instructional leader, I need to re-interact and recognize the positive trajectory of growth that Elm St. School was on prior to March of 2020. As the instructional leader, I am 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 during these challenging times of the COVID-19 Pandemic, and provide the best First Instruction to our students via Distance Learning.

In all four domains of Reading, Writing, Listening and Research & Inquiry SBAC All Grades ELA/Lit Summative for the 2018-19 academic year the percentage increased in the Above Standard Area which is positive growth. In the domains of Reading, Writing and Research & Inquiry for the 2018-19 academic year the percentage rate increased in the Near Standard Area which is also positive growth. in the domain of Reading the percentage of students decreased in the Below Standard Area which is also positive growth. We want to see the least amount of students in the Below Standard Area, and increase our percentage rates in the Near Standard Met and the Above Standard Met. The area of greatest concern is the percentage of students in the Below Standard Met in the four domains of Reading, Writing, Listening and Research & Inquiry. In the area of ELA Cohort data: Distance From Met (DFM) the current fifth graders decreased/closed the achievement gap by 29.6%. Unfortunately, the current fourth graders increased the DFM by 7.5%. In order to address the areas of greatest concern, the entire Elm St. School Staff has committed to working in Professional Learning Communities (PLC's). The Elm St. School Staff is being provided with PLC time during the instructional day for an hour twice a month to meet as a grade level to work on addressing these concerns. PLC time is also being provided three times a month on Tuesday afternoons for at least an hour if not more. Grade level teams have also been working together for an additional hour during the week to continue collaborating. PLC time is dedicated time to working as a team to collaborate regarding best teaching practices in the area of Writing and Math, which are our two areas of focus for the year. There is an agenda provided for the PLC time. The areas of focus are discussed during the monthly Leadership Team meeting. PLC time will also be focused on reviewing student data as well as looking at student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day with the support of the two Intervention Support Providers and the Reading Specialist.

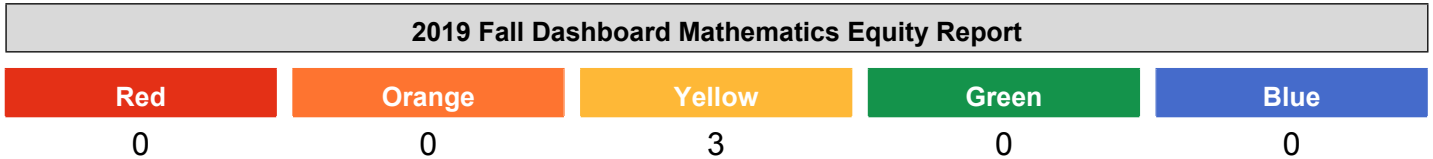
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  Yellow 76.5 points below standard Increased ++4.7 points 304 | <p>English Learners</p>  Yellow 79.7 points below standard Increased ++4.2 points 243 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | <p>Socioeconomically Disadvantaged</p>  Yellow 80.5 points below standard Increased ++4 points 267 | <p>Students with Disabilities</p>  No Performance Color 122.6 points below standard Increased Significantly ++15.1 points 37 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  Yellow 76.4 points below standard Increased ++4.4 points 296 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 76.4 points below standard Increased ++4.4 points 296 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 98.9 points below standard Maintained -0.6 points 143 | 52.3 points below standard Increased ++8 points 100 | 76.3 points below standard Maintained -0.5 points 53 |

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 which has driven us to look at local assessments more closely for the data information needed to drive instruction. When analyzing the STAR 360 data in Math, Elm St. School was on a positive trajectory of growth in all grade levels in Math when comparing Fall 2019-20 and Winter 2019-2020 Scale Scores (SS) and Percentile Data. Math continues to be the area of strength at Elm St. School as a whole. Currently our Fall 2020-2021 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 0.8%, and the Urgent Intervention group is .4% lower as compared to the District benchmark. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 7.2% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 7.2% of students as compared to the District. As the instructional leader, I need to re-interact and recognize the positive trajectory of growth that Elm St. School was on prior to March of 2020. AS the instructional leader, I am 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 during these challenging times of the COVID-19 Pandemic, and provide the best First Instruction to our students via Distance Learning.

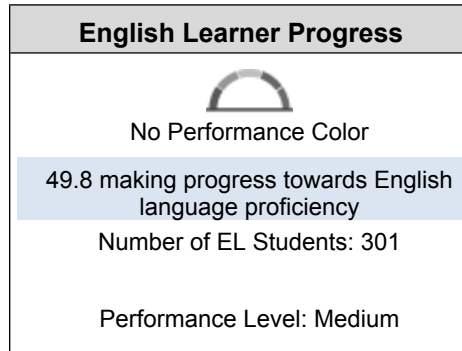
In all three mathematical domains of Concepts & Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning the percentage of students in the Above Standard Area increased in the 2018-19 academic year. In the area of Concepts & Procedures and Problem Solving & Modeling/Data Analysis the percentage of students decreased in these two areas which is positive. What is the greatest concern is that in all three domains the percentage of students in the Below Standard Area increased. In the area of Math Cohort data: Distance From Met (DFM) the current fifth graders decreased/closed the achievement gap by 23/3%. Unfortunately, the current fourth graders increased the DFM by 8.0% In order to address the areas of greatest concern, the entire Elm St. School Staff has committed to working in Professional Learning Communities (PLC's). The Elm St. School Staff is being provided with PLC time during the instructional day for an hour twice a month to meet as a grade level to work on addressing these concerns. PLC time is also being provided three times a month on Tuesday afternoons for at least an hour if not more. Grade level teams have also been working together for an additional hour during the week to continue collaborating. PLC time is dedicated time to working as a team to collaborate regarding best teaching practices in the area of Writing and Math, which are our two areas of focus for the year. The areas of focus are discussed during the monthly Leadership Team meetings. In the area of Math, math journals will be implemented in order to increase the rigor and including more writing during math instruction to address the areas of greatest concern. As a staff, we will also be using resources from Jo Boaler and access her Youcubed website. In the area of mathematics, growth mindset concepts will be implemented into the daily routine like Number Talks. The teachers that went to the summer math training on growth mindset will be leading professional development opportunities during the November SIP Day as well as Staff meetings dedicated to Professional Development during the year.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 16.6 | 33.5 | 1.6 | 48.1 |

Conclusions based on this data:

During the 2018-19 Academic year, 51 students were re-classified. During the 2019-20 academic year, 18 students were re-classified. In March 2020, due to the COVID-19 pandemic and school closures, we did not administer the ELPAC test which was scheduled to start the week of March 16, 2020. Teachers continue to have a designated ELD block via Distance Learning, which focuses on the four domains. Elm St. School student's are progressing from Level 1:Beginning Stage to Level 4:Well Developed at a moderate level. Students in the Level 4: Well Developed Category and Level 3: Moderately Developed Category are at 60.5% This is a significant number of our students progressing from the lowest to the highest level on English Language Proficiency Assessments for California (ELPAC).

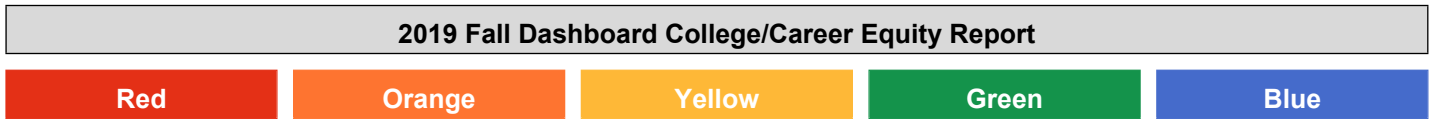
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

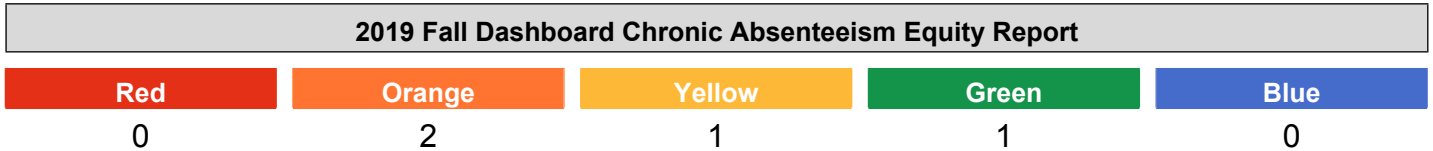
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  Orange <p>5.2</p> <p>Increased +0.6</p> <p>592</p> | <p>English Learners</p>  Yellow <p>3.8</p> <p>Increased +0.5</p> <p>445</p> | <p>Foster Youth</p>  No Performance Color <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p>Homeless</p>  No Performance Color <p>30.8</p> <p>13</p> | <p>Socioeconomically Disadvantaged</p>  Orange <p>5.7</p> <p>Increased +0.6</p> <p>530</p> | <p>Students with Disabilities</p>  Green <p>5.7</p> <p>Declined -5</p> <p>70</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 5.4 Increased +0.6 574 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 0 Maintained 0 11 |

Conclusions based on this data:

Elm St. School is doing very well overall in the area of Absenteeism, but we have put some new procedures in place to increase our Attendance Rate as well as kept procedures that have supported an overall increase in attendance. Classrooms are rewarded after 5, 10, 15 and 25 days of consecutive days of perfect attendance with positive incentives. Classrooms are also able to fill in a Perfect Attendance Banner. A letter is filled in every time the class has perfect attendance. This perfect Attendance Banner does not have to be completed in consecutive days. When the banner is completely filled in the class receives a positive incentive. Each of these strategies have been put in place to focus on the positive. The Attendance Tech and Counselor are also working directly with the students with disabilities to increase the overall attendance in this specific category. Individual incentives are given to students with a higher percentage rate of absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

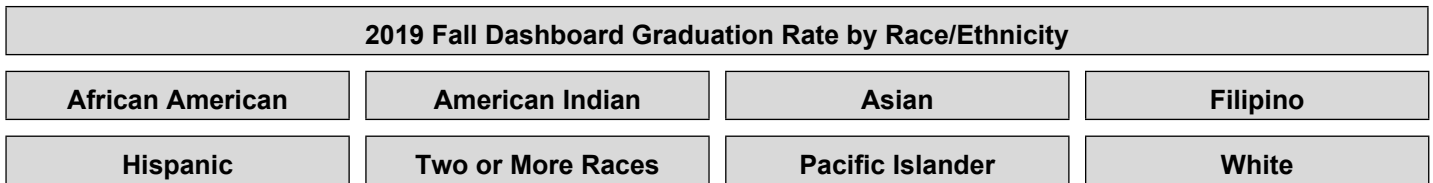
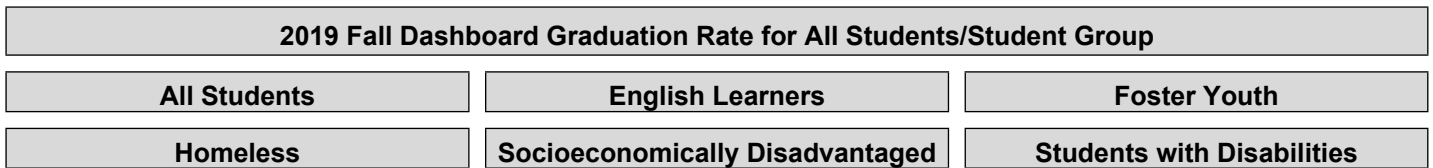
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

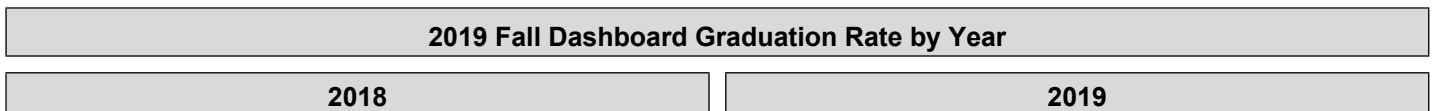
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

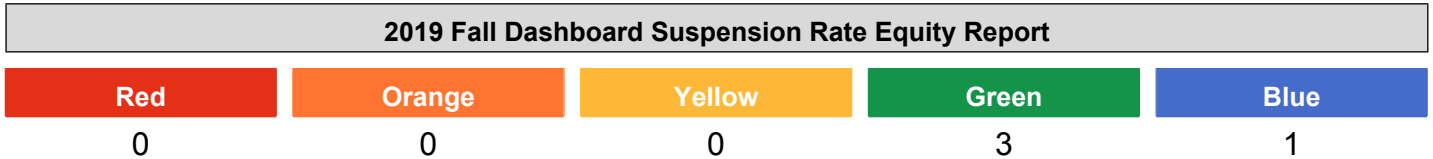
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  <p>Green</p> <p>0.7</p> <p>Maintained +0.2</p> <p>603</p> | <p>English Learners</p>  <p>Blue</p> <p>0.4</p> <p>Maintained +0.2</p> <p>453</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>1</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>0</p> <p>13</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>0.7</p> <p>Maintained +0.2</p> <p>538</p> | <p>Students with Disabilities</p>  <p>Green</p> <p>1.4</p> <p>Declined -0.3</p> <p>70</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data 1 | | |  No Performance Color Less than 11 Students - Data 3 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 0.7 Maintained +0.2 585 |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color Less than 11 Students - Data 2 |  No Performance Color 0 Maintained 0 11 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.5 | 0.7 |

Conclusions based on this data:

Elm St. School's overall suspension rate is very low. I am continuing to implement the strategies of Restorative Justice in order to decrease the rate of suspension in the student group of students with disabilities. I have also been working with the Counselor and Classroom teachers to look at other alternatives for Suspension. The implementation of CHAMPS in every classroom has also supported a low suspension rate and we will continue to use CHAMPS strategies to continue to lower our overall suspension rate.

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 academic standards 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 2019-20 school year, 18 English Learners Learners (ELL) met the CELDT/ELPAC criteria and were reclassified. Due to school closures, ELL students were not able to take the ELPAC 2020 assessment. | 15% of English Learners will meet the ELPAC criteria to be reclassified. |
| STAR Early Literacy (Fall 2020) | The percentage of students who scored At or Above: | |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------|--|---|
| | <p>Kindergarten: English - 27% & Spanish- 59%</p> <p>Grade 1: English- 20% & Spanish - 53%</p> | <p>Kindergarten : At the end of each trimester, students will increase 10% on their STAR 360 Early Literacy benchmark 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 2020) | <p>The percentage of students who scored At or Above:</p> <p>Grade 2: English - 19% & Spanish 62%</p> <p>Grade 3: English - 16% & Spanish 72%</p> <p>Grade 4: English 17% & Spanish 53%</p> <p>Grade 5: English -12% & 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 13% on their STAR 360 Reading benchmark in English & Spanish</p> <p>Grade 5: At the end of each trimester, students will increase 10% on their STAR 360 Reading benchmark in English & Spanish</p> |
| STAR Math (Fall 2020) | <p>The percentage of students who scored At or Above:</p> <p>Grade 1: English- 45%</p> <p>Grade 2: English - 27%</p> | <p>Grade 1: 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 3: English - 22% Grade 4: English 24% Grade 5: English -12% | Grade 2: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark. Grade 3: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark. Grade 4: . At the end of each trimester, students will increase 30% on their STAR 360 Math benchmark. Grade 5: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark. |
| ESGI (Fall 2020) | This assessment is for kindergarten only. The percentage of students who scored At or Above: Kindergarten: English -30 % | Kindergarten: By the end of the year, 75% of all students will recognize numbers 0-20 out of order with 100% accuracy |

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 weekly 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 student.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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)

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 |
| 8,000.00 | Title I 2000-2999: Classified Personnel Salaries Classified Salaries |
| 2,432.00 | Title I 2000-2999: Classified Personnel Salaries 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 students

Strategy/Activity

Leadership Team Retreat in Fall and Winter to review SPSA's goals and actions.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 12,000.00 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Salaries |
| 2,358.00 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated 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

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. Incentives for achieving reading goals will be provided monthly via the Elm A.R. Store. Lexia is a new 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 |
| | 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 and Second grade the implementation of the Dual Language Immersion (DLI) Biliteracy Unit Frameworks (BUF) will be implemented with fidelity.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

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

Purchasing class novel sets in Spanish and enrich the library with English and Spanish reading books.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

LCFF - Targeted
4000-4999: Books And Supplies
Novel Sets in Spanish and enrich library with English & Spanish reading books

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. During Distance Learning, each site was given opportunity to have a CANVAS lead teacher to support, guide and offer professional development at the site level. Elm St. School has two CANVAS lead teachers that are working together to provide the support, guidance and professional development at the site 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 2000-2999: Classified Personnel Salaries Classified Salaries: District Technology Technician |
| | District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries: CANVAS Lead Teacher |

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) |
|-----------|---|
| 500.00 | Discretionary 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 fifth grade students, the initial focus will be in the primary grades Kindergarten through second grade.

Strategy/Activity

District funded Instructional Support Provider (ISP) to provide small group reading intervention. In addition, one Title III funded Instructional Support Provider (ISP) will provide small group reading intervention 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) |
|-----------|---|
| | Centralized Services 1000-1999: Certificated Personnel Salaries Certificated Salaries: Instructional Support Provider |
| 19,360.00 | Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries: Instructional Support Provider |
| 3,804.00 | Title III 2000-2999: Classified Personnel Salaries Certificated 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.

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) |
|-----------|--|
| 1,002.00 | Discretionary 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. In addition, the purchase of any additional computer equipment that is not centrally funded.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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

2,305.00

Discretionary
4000-4999: Books And Supplies
Computer Equipment

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 Attendance Incentives to classrooms and individual students that have made an overall improvement in 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)

500.00

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Attendance 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
5800: Professional/Consulting Services And
Operating Expenditures
Assessments

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 our Resource Specialist Teacher 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 Performance Task Assessments for English Language Arts and Mathematics will be administered to 2nd-5th grade students 3 times a year. Staff will input assessment results into IO, 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 IO Student Data Program |

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

Extra clerical support will be provided to support the preparation of classroom materials until November 4, 2020. The extra clerical support position was eliminated during the 2019-2020 academic year, but the employee was not notified until September 3, 2020 by Classified Human Resources. As a result, the employee will be paid until November 4, 2020.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 | Discretionary 2000-2999: Classified Personnel Salaries Classified Salaries |
|----------|--|

| | |
|--------|--|
| 912.00 | Discretionary 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

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. 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) | Source(s) |
|-----------|---|
| | Centralized Services 5800: Professional/Consulting Services And Operating Expenditures Maintenance Agreements |
| 1,000.00 | LCFF - Targeted 4000-4999: Books And Supplies Laminating Film |
| 600.00 | Discretionary 5000-5999: Services And Other Operating Expenditures Laminating Maintenance Agreement |
| 850.00 | Discretionary 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreement |
| 200.00 | Discretionary 5000-5999: Services And Other Operating Expenditures Walkie-Talkie Repairs |

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

Soccer Equipment will be purchased so that students can take advantage of the grass area when students return to campus. In addition, students can participate in group activities to promote a healthy, active lifestyle.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5,000.00

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Soccer Goal Posts, nets, and soccer balls

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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 19422.00 | Discretionary 4000-4999: Books And Supplies Instructional Materials and Supplies |
| 16,369.00 | Title I 4000-4999: Books And Supplies Instructional Materials and Supplies |
| 5,065.01 | LCFF - Targeted 4000-4999: Books And Supplies Instructional Material and Supplies |
| 11,014.00 | LCFF - Intervention 4000-4999: Books And Supplies Instructional Materials and Supplies |

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) |
|-----------|--------------------|
| | 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.

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.

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 started January 2020. Currently in the 2020-21 academic year, the 5th grade group started a Novel Study in September 2020 via Zoom, and meet 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 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

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 |
| 13,000.00 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries CANVAS Professional development |
| 2,555.00 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Benefits |

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

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) |
|-----------|--------------------|
| | No additional cost |

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: 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)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Teaching for Biliteracy Institute Contract

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

K-5 SEI teachers will receive designated and integrated ELD professional development and DLI teachers will receive biliteracy 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)

[Empty box for Amount(s)]

District Funded

Professional development

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 needing intervention in the area of Language Arts or Math.

Strategy/Activity

After-School Tutoring will be provided by a group of teachers three times a week for 45 to an hour 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) |
|-----------|--|
| 10,000.00 | Title I 1000-1999: Certificated Personnel Salaries After-School Tutoring |
| 1,965.00 | Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries |

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.

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.

Strategy/Activity

Provide K-5 teachers with professional development on mathematical reasoning. ST Math is a new math application purchased by the district to support all students in their development of 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 |

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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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 which has driven us to look at local assessments more closely for the data information needed to drive instruction. When analyzing the STAR 360 data in Reading, Early Literacy and Math, Elm St. School was on a positive trajectory of growth in all grade levels in Reading, Early Literacy and Math in English and Spanish when comparing Fall 2019-20 and Winter 2019-2020 Scale Scores (SS) and Percentile Data. Meeting as grade level teams and focusing on the Professional Learning Community cycle of inquiry guide 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 twice a month during the instructional day, as well as three times 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 Reading, Early Literacy and Math reflects the challenges the Elm St. School community has encountered through Distance Learning. The changes described in the SPSA 2019-2020 supported the positive trajectory which was the following: To address the issue with teacher collaboration, during the 2019-20, a PLC calendar has been developed. The Principal will hold a Leadership Team meeting the first Monday of the month followed by a PLC meeting the next day. There will only be one Staff meeting a month and the rest of the Tuesdays will be dedicated to PLC/grade level meetings. In addition, the 2 Intervention Support Providers (ISPs) along with the Principal will be covering classes in order to provide an additional PLC time to take twice a month for each grade level. During the 2019-20 academic year, only 2 ISPs will be hired to continue with Tier 2 intervention as well as providing support to teachers to meet for PLC collaboration twice a month.

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 Reading, Early Literacy 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 to visit one grade level a day 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 0.15%, less than 1%. | Continue to maintain 1% or lower suspension rate. |
| Attendance | Continue to monitor attendance via A2A and have the ORC and Attendance Tech continue early intervention. ADA was 96%. | Maintain a 97% ADA via parent mini-SARB meetings and communication from school to home on the importance of attendance. |
| Office Discipline Referrals | Use PBIS and counselor support to continue to promote positive behavior. Office discipline referrals were 15%. | 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. Structured recess time activities to reduce the number of disciplinary matters during unstructured time. In addition to building and strengthening relations with Elm families through parent nights and community 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

School Counselor and Outreach Consultant (ORC) to provide support for students and families in the areas of attendance, community resources, Distance Learning 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 attendance incentive programs and trimester awards recognition assemblies to encourage daily attendance and reduce tardiness. Trimester awards recognition assemblies will recognize students who achieve attendance, behavior, and academic goals. During Distance Learning, we will provide monthly attendance incentives by 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)

500.00

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
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 (NED).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 |
| | 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 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)

10,000.00

Source(s)

Title I

1000-1999: Certificated Personnel Salaries
Counselor

1,965.00

Title I

1000-1999: Certificated Personnel Salaries
Certificated 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. Elm St. School participated in the Reunification Drill on March 6, 2020 which included Elm St. School Staff (Certificated & Classified), Risk Management Department and City of Oxnard Reunification Drill Team. Preparing for the Renunciation Drill was a valuable opportunity to ensure safety of entire Elm St. Community of students, families 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)

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)

[Empty box for Amount(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)

[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 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)

[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

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)

[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.

All students

Strategy/Activity

All staff and students will participate in a Priority 1 and a Priory 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)

[Empty input box for 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.

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.

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)

[Empty input box for Amount(s)]

Source(s)

[Empty input box for 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

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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

Employ 5 Campus Supervisors. Campus Supervisors will monitor students before school, ingress, all recesses, lunches, dismissal, and egress. In March of 2020, when we encountered school closures due to COVID-19 pandemic the campus supervisors supported all students by being readily available to support with material distribution, as well as providing social emotional support to a group of students by reaching out by making weekly telephone calls. As we continue this year with Distance Learning, the campus assistants have continued to provide support with material distribution, office support, and most importantly by providing social emotional support to a group of students that need weekly phone calls.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 | Discretionary 2000-2999: Classified Personnel Salaries Monthly Meetings |
| 304.00 | Discretionary 2000-2999: Classified Personnel Salaries Classified Benefits |

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

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) | Source(s) |
|-----------|---|
| | ORC (see goal 2, action 1) |
| | School Counselor (see goal 2, action 1) |

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

CHAMPS posters will be posted in classrooms and common areas for clear behavioral expectations. During Distance Learning, CHAMPS has shifted to include virtual expectations during synchronous 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)

[Empty box for 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

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)

[Empty box for 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

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 | Discretionary 2000-2999: Classified Personnel Salaries Custodial Over time |
| 608.00 | Discretionary 2000-2999: Classified Personnel Salaries Classified Benefits |

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

School Counselor will support teachers and students to complete Panorama Survey. Students will participate in the Panorama Survey (Kindergarten to Fifth Grade) and California Healthy Kids Survey (Third 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) | Source(s) |
|-----------|---|
| | School Counselor (see goal 2, action 1) |

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.

Fifth Grade Students Only

Strategy/Activity

Students transitioning to 6th grade will participate in middle school presentations from all 3 OSD academies: Lopeze, Frank, and Fremont to provide information to 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 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.

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 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

CST committee will meet weekly and SST committee will meet monthly, both to discuss student needs based on teacher referrals. 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)

[Empty box for Amount(s)]

[Empty box for Source(s)]

| |
|--|
| |
| |

| |
|---|
| ORC (see goal 2, action 1) |
| School Counselor (see goal 2, action 1) |

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

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 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 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 |
|-----------------|

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: 2019-20

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 and well-being needs of students has been consistently met though the overall implementation of the strategies/activities on a consistent basis. In working with the School Counselor and ORC, we have identified the need to make our 5th grade student leaders take a more active role in this goal.

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 third through fifth grade students has provided valuable data when implemented the Spring of 2020. Elm St. School had a very high percentage of third through fifth grade students participating in the survey during the time of school closures due to the COVID-19 pandemic. 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 fifth 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 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 School Sponsored Events | 2019-2020 Data: Parent participation in school sponsored events as based on sign-in sheets: Back to School Night 75% ELAC Meetings average attendance was 15 SSC Meetings average attendance was 10 Fall Parent Conferences 85% Parent Classes average attendance was 35 | 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)

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.

Kindergarten Students

Strategy/Activity

Kindergarten Orientation took place on the First Day of School via Zoom, to provide guidance and support via Distance Learning for 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 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 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) |
|-----------|----------------------------------|
| | Counselor (see goal 2, action 1) |
| | ORC (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.

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 Mother-Daughter classes have been scheduled to take place virtually via Zoom with a start date of January 2020. 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) |
|-----------|----------------------------------|
| | Counselor (see goal 2, action 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.

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 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 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 2020.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

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 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

Monthly Coffee with the Principal meetings will be held with no set Agenda. Even though there is no set agenda, families have been actively participating to create a safer environment by addressing Elm Community concerns. The families that attended Coffee with the Principal in the 2019-2020 academic year worked collectively to ensure all students and families would be safe during ingress and egress by contacting the City of Oxnard and sharing their concerns with no stop sign or safe crossing area on the corner of Gissler and Fir St. The families with guidance and support from the Principal worked proactively to contact the City of Oxnard, and ultimately a new crossing area was created on the corner of Gissler and Fir St. A safe crossing area was made by installing a pedestrian signal with lights to alert oncoming traffic that a pedestrian is crossing in the newly painted area. Most topics that have been brought up by families are safety concerns regarding the Elm St. School surrounding areas, but the discussion of academic programs have also been brought to the forefront. During the 2020-2021 academic year, Coffee with the Principal is being held virtually 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)

333.33

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Snacks & Beverages

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 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 on October 9, 2020. The registration is only \$12 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)

295.00

Source(s)

Title III

| | |
|--------|--|
| | 5000-5999: Services And Other Operating Expenditures Ventura County CAFE Conference, Virtual Conference |
| 666.66 | LCFF - Targeted 4000-4999: Books And Supplies Snacks & Beverages |

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 parent involvement in planning and executing school activities and events will be provided and encouraged. PTA put extra emphasis on providing Field Trips during the 2019-2020 Academic year, but unfortunately most fieldtrips were cancelled. Most field trips were scheduled to begin the month of March, but with school closure due to the COVID-19 Pandemic the field trips had to be cancelled.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

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.

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 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

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

Discretionary
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

Discretionary
2000-2999: Classified Personnel Salaries

| | |
|--------|--|
| | Classified Benefits |
| 152.00 | Title I 2000-2999: Classified Personnel Salaries Classified Benefits |

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

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 |
| 500.00 | Discretionary 2000-2999: Classified Personnel Salaries Classified Salaries |
| 152.00 | Title I 2000-2999: Classified Personnel Salaries Classified Benefits |
| 152.00 | Discretionary 2000-2999: Classified Personnel Salaries Classified 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.

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.

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 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

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)

3,500.00

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Substitutes for general education teachers and
RSP teacher

689.00

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Certificated Benefits

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 parents to attend and participate in Student Success Team (SST) meetings to discuss strategies for students academic, speech & language, 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)

2,000.00

Discretionary
1000-1999: Certificated Personnel Salaries
Substitutes for general education teachers and
RSP teacher

393.00

Discretionary
1000-1999: Certificated Personnel Salaries
Certificated Benefits

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.

After School Program (ASP) students in first 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 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 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)

[Empty box for Amount(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.

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.

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. We increased postage by \$300 during the 2020-2021 Academic year to account for the number of letters, and student packets that needed to be mailed due to school closures and 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)

500.00

Source(s)

Discretionary
5900: Communications
Postage

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.

Amount(s)

Source(s)

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: 2019-20

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 2019-2020 academic year will continue during the 2020-2021 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 | \$90,406.00 |
| 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 | \$191,727.00 |

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 | \$52,035.00 |
| Title III | \$23,459.00 |

Subtotal of additional federal funds included for this school: \$75,494.00

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 (\$) |
|-------------------------|-------------|
| Discretionary | \$37,552.00 |
| LCFF - Intervention | \$36,203.00 |
| LCFF - Targeted | \$42,478.00 |

Subtotal of state or local funds included for this school: \$116,233.00

Total of federal, state, and/or local funds for this school: \$191,727.00

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 |
|---------------------|-----------|---------|
| Discretionary | 37,552.00 | 0.00 |
| Title I | 52,035.00 | 0.00 |
| Title III | 23,459.00 | 0.00 |
| LCFF - Targeted | 42,478.00 | 0.00 |
| LCFF - Intervention | 36,203.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| Discretionary | 37,552.00 |
| LCFF - Intervention | 36,203.00 |
| LCFF - Targeted | 42,478.00 |
| Title I | 52,035.00 |
| Title III | 23,459.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | Discretionary | 2,393.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 9,780.00 |
| 4000-4999: Books And Supplies | Discretionary | 21,727.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 2,652.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Discretionary | 500.00 |
| 5900: Communications | Discretionary | 500.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 4,189.00 |

| | | |
|--|---------------------|-----------|
| 4000-4999: Books And Supplies | LCFF - Intervention | 17,014.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Intervention | 15,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 29,913.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 12,565.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 23,930.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 11,736.00 |
| 4000-4999: Books And Supplies | Title I | 16,369.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 19,360.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 3,804.00 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 295.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 163,713.01 |
| Goal 2 | 16,377.00 |
| Goal 3 | 11,636.99 |

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 |
| Jose Torres, Parliamentarian | Classroom Teacher |
| Patricia Ambriz | Classroom Teacher |
| Veronica Hernandez, 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 |
| Selena Rodriguez | 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 <i>Bertha Mtz. 10-12-2020</i> |
| | English Learner Advisory Committee <i>10-12-2020</i> |

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 12, 2020.

Attested:

| | |
|--|-------------------|
| Principal, Rosario V. Almanza on October 12, 2020 | <i>10-12-2020</i> |
| SSC Chairperson, Bertha Martinez on October 12, 2020 | <i>10-12-2020</i> |

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 |
|---|-----------------------------------|--|---------------------------|
| Robert J. Frank Academy of Marine Science and Engineering | 56725386111850 | October 6, 2020 | November 4, 2020 |

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.

Oxnard is the largest city in Ventura County. Oxnard is a vibrant city enjoying an ethnically diverse population of close to 200,000 residents. R.J. Frank was established in 1994 and is one of 20 schools added to the Oxnard Elementary School District. At the start of the 2014-2015 school year, R.J. Frank 6th grade to our school population and served 1,358 students in grades six, seven, and eight. The 2015-16 had 1,250 and 2016-17 1,310 students. In 2017-2018 school year was 1,245. The 2018-2019 enrollment was at 1260 with a waiting list of over 60. Currently our enrollment at Frank is 1184. R.J. Frank Middle School also transitioned to an Academy of Marine Science and Engineering through the support of a Magnet School Assistance Program Grant. The addition of the academies has supported the increase in elective offering for our students including: five robotics & four marine science elective classes (an increase of 2 classes in 16-17), oceanography and robotics units taught to all classes 6th through 8th grades. We have created a community partnership with California State University Channel Islands Crossing the Channels grant to support our Marine Science classes to work with Channel Islands University students, CSUCI professors and undergraduates. We are proud to announce that our school has recently won the prestigious Stem Golden Gear award for our excellent robotics program and the excellence award. Our school is also the host of the Oxnard School District's Newcomers Academy (NCA) for students who have arrived into the United States within the last two years. This NCA supports students' accelerated English Language Development in a supportive setting with the flexibility to allow students to move to higher level ELD classes and mainstream as they show progress in their acquisition of English. Frank School of Engineering and Marine Sciences sciences is a culturally diverse school community serving students from Latin America, Philippines, Japan, Iran, with students coming from homes speaking

thirteen different languages. Due to Covid 19 and our cohort model we have added an additional robotics and PE teacher for this school year in order to maintain safe distance. All campuses will also have two additional ISP positions to assist with improving literacy amongst our LTEL population.

The purpose of this plan in regards to goal one is to coherently align resources towards our mission and vision of our school and the district. The overall structure of this plan revolves around creating systems that allow for increased collective self efficacy for teachers. The classroom teacher is regarded in research as the most impactful employee when it comes to student achievement. This plan provides support for teachers in four key areas. The key areas include collaboration, content knowledge, pedagogy, and equity consciousness. This school year we are also placing more priority on developing opportunities for parents, staff and students to build self efficacy in the area of technology due to Covid 19. We believe and research shows that these are the most required areas for teachers in regards to teaching all students regardless of socioeconomic status, gender, perceived ability level or race. We feel that if any one of these areas are missing then the teaching staff can not fully gain collective self efficacy which in turn will lead to students not reaching their full potential.

Within goal two the plan focuses its efforts on addressing the whole child in regards to socio emotional needs. We have aligned resources to expand our PBIS program in a distance learning/hybrid environment, to strengthen our champs system, and to continue to utilize restorative practices. Our counseling program will continue with SEL pedagogy and student outreach including virtual circles. Our Outreach Coordinator will also be utilized to assist in home visits, parent education and progress monitoring. Our City impact grant will allow us to utilize two full time mentors to assist with our 8th grade students that are most at need.

Goal three addresses our parent engagement focus. We believe that it does take a village to raise a child. This plan encompasses that philosophy by giving parents ample opportunities to attain knowledge at the site. We are an asset minded community and we have opportunities for parents to provide input that can lead to improving student outcomes. Goal three addresses these efforts by outlining the way in which resources and strategies were used.

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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.

We had regular classroom observations at our site from administrators. We looked at our three instructional goals which are claim, evidence, reasoning along with collaborative conversations and group discussion to inform thinking. This was done school wide.

Additionally we conducted EL shadowing as a classroom observation tool to look at the amount of active engagement done so by EL learners.

Lastly we started reflective learning walks. The goal of the walks was to look at student learning and how they relate to claim, evidence, reasoning along with collaborative conversations and group discussion to inform thinking. We started with our leadership team and utilized Leverage Learning Group to build capacity with the process. The goal was to spread this throughout our site so that teachers can see student learning across campus.

Additionally this year we will be conducting virtual reflective walks in order to build capacity amongst our teachers within a distance learning format.

During our administrative visits and our reflective learning walks we collect quantitative data and give immediate feedback in order for everyone to have a common dialogue in the area of high leverage teaching practices in order to focus on good initial first teaching.

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 utilized CAASPP data at the start of the year to recognize student levels and to look at claims and targets. This was primarily used for teachers to do initial planning for the year. Teachers looked at grade level CAASPP data and cohort data. This data was also used through a report called distance from met which allowed teachers to have conversations with students on how close they were to the next level.

During the year teachers used IAB data to discuss student levels in relation to the rigor of CAASPP. This was the second year for teachers in our district to use this data. A big part of this process was building capacity on how the collective scoring of the IAB can inform instruction. Additionally we had conversations about how DOK levels relate to the rigor of the IAB's and how that corresponds with the classroom activities.

Additionally the teachers utilized professional learning communities to create common formative assessments for the second year. The CFA's were aligned to the IAB's which were aligned to the CAASPP. This formative assessment was given by all departments to inform instruction. All departments completed at least 3 full cycles of inquiry through the PLC process which included the development of a smart goal, creation of a CFA, analysis of CFA results, creation of interventions aligned to the needs, and a shift in instruction and planning based on the CFA data. Some departments completed four cycles of inquiry.

Star 360 data was also used by teachers to determine reading levels and math proficiency. Teachers used this data to identify student need. This led to strategic grouping and differentiation by the teacher.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

We utilize progress monitoring on a continuous basis. We look at Star 360, Common Formative Assessments, IAB's and CAASPP data to modify instruction through our PLC process. We utilize a cycle of inquiry through grade level/content specific teams that give formative data at least every three weeks. We also look at teacher grades to identify students who may need assistance. Counselors regularly call student's in to check promotion status as well.

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.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

We finished phase two of PLC implementation based on Dufour methods. We have a shared understanding of the fundamental purpose of PLC's. We have revamped our mission and vision statements. Our staff understands our current reality of our data. We have one hour allotted per week for PLC collaboration. We have developed meaningful teams by having our grade level and content area specific teams work together. All of our teams have created team norms and have built capacity to have effective collaboration. Our teams have identified essential standards and have aligned a guaranteed and viable curriculum. Lastly our PLC teams have determined goals aligned to school goals and have gone through at least four cycles of inquiry over two years. During COVID 19 we have maintained our PLC time through a negotiated schedule with our teachers union.

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)

We help our underperforming students at Frank through a tiered system of support. In tier 1 our PLC teams identify students of need through our cycles of inquiry and CFA, Star 360 CAASP, IAB data and grades. In tier 2 we utilize our COST and SST process to utilize a team to make plans for student success either academically, socio emotionally or physically. Lastly we have our Care Center as our Tier 3 intervention. This placement puts students in a smaller class environment with more one on one support and attention. It also aligns numerous outside resources to coherently address the whole child. During remote learning we utilize our care center teacher to help other teachers establish norms of online learning for students who may need assistance. Lastly we have two mentors that are assigned to students who may need further connection. These two mentors follow the students from seventh to eight grad.

Evidence-based educational practices to raise student achievement

At Frank We have utilized our PLC process as our overarching vehicle. The three things it drives are the three components every teacher should be able to do to teach all students regardless of race, gender, SES or ability level. Those three items are similar to a three legged stool, without anyone of them the stool falls. The first leg of the stool is content knowledge. All of our teachers receive district and site training on content knowledge to keep them up to pace. The second leg is pedagogy knowledge. As a site we have focused on some high leverage teaching skills from the meta analysis of Hattie and Deborah Ball for the past three years. These include forming respectful relationships with students, eliciting and interpreting individual students thinking, implementing norms and routines for class discourse and work, providing oral and written feedback to students, setting up and managing small groups and setting short and long term goals for students. Additionally under pedagogy we have developed three growth areas that are also coherently aligned with our AVID site goals. This includes claim, evidence, reasoning and developing academic discourse in small group collaborative conversations along with having group discussions to come to a collective understanding. The last leg includes developing an equity consciousness throughout the staff. We have looked at disproportionality of F rates, suspension rates, test results and classroom referrals through equity audits in order to gain some insight on how to address our students needs in an equitable way.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Our parents have a number of opportunities to get involved at Frank. Last year we were utilizing a parent empowerment program called Project 2 Inspire which focused on increasing the capacity of our parents to be able to navigate the public education systems. We also have parent participation in our SSC, ELAC and our PTO. Parents collaborate with staff during parent conferences, IEPs and SSTs. Lastly we utilize our ORC position, counselors and administration to complete educational opportunities for parents on campus. Some of the topics included the utilization of technology, cyber bullying, and the dangers of vaping.

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 lobo news, open house 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 does evaluate 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)

We used categorical funds in a multitude of ways to ensure success for our underperforming students. We allocated funds to allow 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. We also allocated funds for instructional assistants to be in every newcomer classroom. The newcomer program services our students who have been in the country for two years or less. This student population has considerable needs and therefore needs this extra support so they do not underperform. Additionally we utilized categorical funds to provide 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. Lastly we allocated funds for teachers who were on the leadership team. This was done to build capacity and collective teacher self efficacy as it pertains to pedagogy and collective leadership.

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 desegregated 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.

Our EL population has shown some inequities during COVID 19 as demonstrated by the disproportionate absence rates. When compared to our EO population our EL population is marked absent at a higher rate. Additionally budget cuts led to a decrease in AP's a year ago, decreased clerical, decreased OT for clerical, elimination of a TOSA, elimination of math mentor and tech

mentor positions, a decrease in hourly pay (collaboration) for teachers and a decrease in campus supervisors all led to resource inequities.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.24% | % | 0.08% | 3 | | 1 |
| African American | 0.96% | % | 0.58% | 12 | | 7 |
| Asian | 1.84% | % | 2.57% | 23 | | 31 |
| Filipino | 2.56% | % | 1.74% | 32 | | 21 |
| Hispanic/Latino | 92.09% | % | 93.04% | 1153 | | 1,123 |
| Pacific Islander | 0.24% | % | 0.17% | 3 | | 2 |
| White | 1.52% | % | 1.16% | 19 | | 14 |
| Multiple/No Response | % | % | 0.66% | | | 0 |
| Total Enrollment | | | | 1252 | | 1,207 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 6 | 409 | | 408 |
| Grade 7 | 426 | | 391 |
| Grade 8 | 417 | | 408 |
| Total Enrollment | 1,252 | | 1,207 |

Conclusions based on this data:

Our enrollment dropped from 2016-2017 to 2017-2018. Our enrollment for 2018-2019 has remained steady at 1260. Two years we lost three teachers to declining enrollment districtwide and last year we lost two more. Consequently last year our enrollment was 1260 which is full and led us to having a wait list of over sixty students. This wait list was largest in the district and in school history. We are a school of choice and many parents choose to send their students to Frank. This year our enrollment has been capped at 1200 due to the reduction of staffing and the need to keep class sizes under the contractual cap. Our demographics have remained consistent as well with hispanics being by far the majority at our site at 90% or higher on a regular basis.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 370 | | | 30.7% |
| Fluent English Proficient (FEP) | | | 591 | | | 49.0% |
| Reclassified Fluent English Proficient (RFEP) | | | 73 | | | 18.4% |

Conclusions based on this data:

Our overall percentage of EL learners has remained consistent. Our percentage reclassification rate decreased this last school year due to a focus we had in 2017-2018 to reclassify our special education EL population. That focus in 2017-2018 led to a large number of reclassifications. In 2019-2020, 15% of English learners were reclassified. 10% being general education English learners, and 5% Special education English learners. We continue to have data chats with the remaining 5 students who met the state ELPAC criteria for reclassification but have not met the local reading criteria.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 429 | 410 | 383 | 406 | 401 | 372 | 405 | 401 | 372 | 94.6 | 97.8 | 97.1 |
| Grade 7 | 436 | 416 | 415 | 414 | 405 | 390 | 414 | 405 | 390 | 95 | 97.4 | 94 |
| Grade 8 | 429 | 405 | 410 | 416 | 400 | 388 | 416 | 398 | 387 | 97 | 98.8 | 94.6 |
| All Grades | 1294 | 1231 | 1208 | 1236 | 1206 | 1150 | 1235 | 1204 | 1149 | 95.5 | 98 | 95.2 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2459. | 2461. | 2471. | 3.70 | 3.99 | 5.11 | 18.77 | 19.20 | 21.24 | 28.40 | 31.42 | 29.84 | 49.14 | 45.39 | 43.82 |
| Grade 7 | 2480. | 2495. | 2514. | 7.73 | 7.65 | 7.95 | 21.01 | 25.43 | 30.00 | 21.01 | 23.70 | 27.44 | 50.24 | 43.21 | 34.62 |
| Grade 8 | 2505. | 2506. | 2519. | 5.29 | 7.79 | 7.49 | 25.48 | 22.61 | 27.65 | 26.20 | 24.12 | 26.61 | 43.03 | 45.48 | 38.24 |
| All Grades | N/A | N/A | N/A | 5.59 | 6.48 | 6.88 | 21.78 | 22.43 | 26.37 | 25.18 | 26.41 | 27.94 | 47.45 | 44.68 | 38.82 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 7.41 | 7.73 | 9.68 | 43.46 | 43.14 | 38.71 | 49.14 | 49.13 | 51.61 |
| Grade 7 | 11.62 | 10.62 | 12.56 | 35.35 | 39.75 | 45.13 | 53.03 | 49.63 | 42.31 |
| Grade 8 | 11.11 | 12.59 | 15.25 | 41.06 | 36.27 | 39.79 | 47.83 | 51.13 | 44.96 |
| All Grades | 10.06 | 10.31 | 12.53 | 39.94 | 39.73 | 41.25 | 50.00 | 49.96 | 46.21 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 5.94 | 6.50 | 5.38 | 38.12 | 35.25 | 49.46 | 55.94 | 58.25 | 45.16 |
| Grade 7 | 16.79 | 13.58 | 18.97 | 34.55 | 45.19 | 50.00 | 48.66 | 41.23 | 31.03 |
| Grade 8 | 10.90 | 11.34 | 12.92 | 42.13 | 40.30 | 50.90 | 46.97 | 48.36 | 36.18 |
| All Grades | 11.24 | 10.48 | 12.53 | 38.27 | 40.27 | 50.13 | 50.49 | 49.25 | 37.34 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 7.65 | 6.00 | 6.99 | 56.30 | 58.50 | 59.14 | 36.05 | 35.50 | 33.87 |
| Grade 7 | 5.81 | 6.17 | 8.21 | 47.22 | 54.81 | 57.95 | 46.97 | 39.01 | 33.85 |
| Grade 8 | 7.97 | 9.07 | 9.30 | 59.90 | 56.93 | 59.69 | 32.13 | 34.01 | 31.01 |
| All Grades | 7.14 | 7.07 | 8.18 | 54.46 | 56.74 | 58.92 | 38.39 | 36.19 | 32.90 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 10.37 | 15.50 | 16.13 | 45.68 | 49.75 | 48.12 | 43.95 | 34.75 | 35.75 |
| Grade 7 | 14.32 | 17.04 | 21.28 | 41.99 | 47.65 | 49.49 | 43.69 | 35.31 | 29.23 |
| Grade 8 | 14.53 | 15.11 | 17.31 | 44.31 | 47.86 | 49.10 | 41.16 | 37.03 | 33.59 |
| All Grades | 13.09 | 15.89 | 18.28 | 43.98 | 48.42 | 48.91 | 42.93 | 35.69 | 32.81 |

Conclusions based on this data:

Our most recent CAASPP scores were from 2018-2019 due to the COVID pandemic. For those scores our 6th grade language arts team had 25% of their student meet or exceed standards. That is the highest score that team has produced in the previous three years. Our 7th grade language arts team had 38% of their students meet or exceed the standards. That score is the highest score this team has ever produced in CAASPP testing. Furthermore that score is the highest in the district for 7th grade language arts. Our 8th grade language arts team had 35% score met or exceeded on the CAASPP test. That is also the highest score that team has scored on the CAASPP test. Furthermore that is the second highest CAASPP score in the district. As promising as this data is we still have a large number of the students that fall below the standards met expectation. This is clearly a concern that needs to be addressed during class, after school and with partnership with families. We have been utilizing departmental grade level professional learning communities for teachers to discuss data and run cycles of inquiry to alter instruction and improve student performance for the past three years. Our site is using the PLC's to run multiple cycles of inquiry which allow us to deconstruct standards, set smart goals, administer pick high leverage instructional techniques, administer common formative assessments and to discuss the data in order to differentiate our instruction and intervention. We have also adopted an instructional focus that includes claim evidence reasoning, whole group discussion leading to collective understanding and collaborative conversations that contain academic dialogue which was started three years ago. These focus areas are also on our AVID site plan. Within these growth areas we are addressing how to produce standards based instruction which leads to higher DOK levels. Lastly we have implemented reflective learning walks. This is a process that includes teachers seeing student learning in other classrooms on a regular basis. We started this 2 years ago and fully implemented multiple walks before COVID 19. We are planning to implement these again upon our return but are encouraging the use of virtual reflective learning walks during remote learning. The focus in on our growth areas and the teachers receive feedback from the visiting teachers on the things that led to student success.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 429 | 410 | 383 | 421 | 401 | 379 | 421 | 401 | 378 | 98.1 | 97.8 | 99 |
| Grade 7 | 436 | 416 | 415 | 428 | 405 | 408 | 428 | 405 | 408 | 98.2 | 97.4 | 98.3 |
| Grade 8 | 429 | 405 | 410 | 424 | 399 | 397 | 424 | 399 | 397 | 98.8 | 98.5 | 96.8 |
| All Grades | 1294 | 1231 | 1208 | 1273 | 1205 | 1184 | 1273 | 1205 | 1183 | 98.4 | 97.9 | 98 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2435. | 2444. | 2455. | 3.33 | 4.24 | 3.97 | 8.08 | 11.47 | 13.76 | 26.37 | 25.94 | 27.78 | 62.23 | 58.35 | 54.50 |
| Grade 7 | 2449. | 2446. | 2463. | 4.44 | 2.22 | 4.90 | 7.24 | 8.40 | 10.05 | 23.13 | 25.43 | 25.00 | 65.19 | 63.95 | 60.05 |
| Grade 8 | 2451. | 2448. | 2461. | 4.72 | 6.27 | 5.79 | 7.31 | 6.52 | 6.30 | 19.10 | 16.54 | 20.40 | 68.87 | 70.68 | 67.51 |
| All Grades | N/A | N/A | N/A | 4.16 | 4.23 | 4.90 | 7.54 | 8.80 | 9.97 | 22.86 | 22.66 | 24.34 | 65.44 | 64.32 | 60.78 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 4.99 | 5.99 | 6.63 | 22.80 | 22.94 | 28.12 | 72.21 | 71.07 | 65.25 |
| Grade 7 | 7.26 | 5.94 | 6.37 | 18.27 | 20.54 | 23.53 | 74.47 | 73.51 | 70.10 |
| Grade 8 | 5.44 | 6.02 | 6.08 | 19.86 | 17.79 | 20.25 | 74.70 | 76.19 | 73.67 |
| All Grades | 5.90 | 5.98 | 6.36 | 20.30 | 20.43 | 23.90 | 73.80 | 73.59 | 69.75 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 5.23 | 5.49 | 6.10 | 26.84 | 34.91 | 40.32 | 67.93 | 59.60 | 53.58 |
| Grade 7 | 6.31 | 2.96 | 6.62 | 32.01 | 36.54 | 35.54 | 61.68 | 60.49 | 57.84 |
| Grade 8 | 7.55 | 9.02 | 7.05 | 25.00 | 30.83 | 27.96 | 67.45 | 60.15 | 64.99 |
| All Grades | 6.36 | 5.81 | 6.60 | 27.97 | 34.11 | 34.52 | 65.67 | 60.08 | 58.88 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 3.56 | 5.74 | 5.31 | 35.87 | 33.17 | 41.11 | 60.57 | 61.10 | 53.58 |
| Grade 7 | 7.01 | 2.96 | 6.13 | 39.49 | 46.17 | 48.77 | 53.50 | 50.86 | 45.10 |
| Grade 8 | 4.96 | 6.27 | 5.81 | 37.12 | 35.34 | 40.66 | 57.92 | 58.40 | 53.54 |
| All Grades | 5.19 | 4.98 | 5.76 | 37.50 | 38.26 | 43.61 | 57.31 | 56.76 | 50.64 |

Conclusions based on this data:

During our last scored CAASPP which was 2018-2019 our 6th grade math team had 18% of their students meet or exceed standards on the CAASP exam. This is the highest CAASPP scores they have achieved. Furthermore it is the second highest math score in the district when looking at % of met or exceeded. Our 7th grade team had 15% meet or exceed standards. This is the highest CAASPP scores for 7th grade math in the history of the exam for our site. Furthermore the percentage of met or exceeded is tied for first in the district with the highest amount scored. Lastly our 8th grade team had 12% of students meet or exceed standards on the CAASPP exam. For the previous four years this score has remained the same. Even though the growth is promising in many areas we still have far too many students not meeting or exceeding standards in math which is clearly a concern that needs to be addressed during class, after school and with partnership with families. We have been utilizing departmental grade level professional learning communities for teachers to discuss data and run cycles of inquiry to alter instruction and improve student performance for the past three years. Our site is using the PLC's to run multiple cycles of inquiry which allow us to deconstruct standards, set smart goals, administer pick high leverage instructional techniques, administer common formative assessments and to discuss the data in order to differentiate our instruction and intervention. We have also adopted an instructional focus that includes claim evidence reasoning, whole group discussion leading to collective understanding and collaborative conversations that contain academic dialogue for the past three years. These focus areas are also on our AVID site plan. Within these growth areas we are addressing how to produced standards based instruction which leads to higher DOK levels. Lastly we have implemented reflective walk throughs. This is a process that includes teachers seeing student learning in other classrooms on a regular basis. Our site produced multiple rounds of reflective learning walks before COVID 19. The focus in on our growth areas and the teachers receive feedback from the visiting teachers on the things that led to student success. In addition we have worked with a math coach with a select group of teachers. The teachers got professional development on Jo Boaler techniques, conducted classroom visits, participated in lesson studies and analyzed data in order to inform instruction.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 6 | | 1507.7 | | 1500.0 | | 1514.9 | | 113 |
| Grade 7 | | 1488.0 | | 1464.6 | | 1511.0 | | 124 |
| Grade 8 | | 1497.2 | | 1481.5 | | 1512.5 | | 109 |
| All Grades | | | | | | | | 346 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 7.96 | | 43.36 | | 30.09 | | 18.58 | | 113 |
| 7 | | 8.87 | | 25.00 | | 29.84 | | 36.29 | | 124 |
| 8 | | 5.50 | | 24.77 | | 29.36 | | 40.37 | | 109 |
| All Grades | | 7.51 | | 30.92 | | 29.77 | | 31.79 | | 346 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 24.78 | | 45.13 | | 12.39 | | 17.70 | | 113 |
| 7 | | 14.52 | | 29.03 | | 20.16 | | 36.29 | | 124 |
| 8 | | 18.35 | | 23.85 | | 20.18 | | 37.61 | | 109 |
| All Grades | | 19.08 | | 32.66 | | 17.63 | | 30.64 | | 346 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 2.65 | | 18.58 | | 45.13 | | 33.63 | | 113 |
| 7 | | 4.03 | | 16.13 | | 40.32 | | 39.52 | | 124 |
| 8 | | 2.75 | | 13.76 | | 37.61 | | 45.87 | | 109 |
| All Grades | | 3.18 | | 16.18 | | 41.04 | | 39.60 | | 346 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 14.16 | | 60.18 | | 25.66 | | 113 |
| 7 | | 8.87 | | 45.16 | | 45.97 | | 124 |
| 8 | | 9.17 | | 49.54 | | 41.28 | | 109 |
| All | | 10.69 | | 51.45 | | 37.86 | | 346 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 36.28 | | 46.02 | | 17.70 | | 113 |
| 7 | | 25.81 | | 37.90 | | 36.29 | | 124 |
| 8 | | 27.52 | | 33.94 | | 38.53 | | 109 |
| All Grades | | 29.77 | | 39.31 | | 30.92 | | 346 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 3.54 | | 29.20 | | 67.26 | | 113 |
| 7 | | 4.03 | | 42.74 | | 53.23 | | 124 |
| 8 | | 4.59 | | 26.61 | | 68.81 | | 109 |
| All Grades | | 4.05 | | 33.24 | | 62.72 | | 346 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 17.70 | | 71.68 | | 10.62 | | 113 |
| 7 | | 7.26 | | 64.52 | | 28.23 | | 124 |
| 8 | | 0.00 | | 77.06 | | 22.94 | | 109 |
| All Grades | | 8.38 | | 70.81 | | 20.81 | | 346 |

Conclusions based on this data:

Due to COVID 19, we will continue to use the 2018-2019 ELPAC scores. These scores showed that our emerging level one students scored the lowest in listening and reading. Reading was the lowest score with 63% of students not meeting standard for emerging one students. For expanding 2 students the writing and listening components were the most challenging. Writing is the most challenging for expanding 2 students with 71% not meeting standard. Lastly our bridging students have the most difficulty with the speaking domain with 30% of these students not meeting standard for speaking. This data tells use that we must level our ELD classes by ELPAC levels and then address the domains needed within that level for reclassification. Emerging students need reading and

listening the most. Our expanding 2 students need writing and listening the most. Lastly our Bridging 3 students need speaking the most. By leveling the students and utilizing ELPAC data we can target our instruction to better meet the students' needs. In addition, teachers and administrators have EL data talks with students so they may identify their areas of strength and need. We have expanded our AVID Excel program through 6th-8th grade to address the needs of our long term English language learners and focus on the academic language discussions and discourse. The year of 2019-2020, we had 36 students meet the ELPAC requirement of level 4 to be reclassification candidates. Of the 36, 31 students met the reading component, teacher recommendation, and parent input to be reclassified. 86% of students who scored level 4 were reclassified. We need to focus on collaborative conversation opportunities across all subject areas. The 2020-2021 school year began with 5 remaining students who earned an overall 4 on the ELPAC but need to obtain a 25th percentile score on STAR 360 to be reclassification candidates. Due to COVID 19, we emailed and called students and had data chats as well as talked to them individually about their reclassification status and motivated them to try their best on STAR 360.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1223 | 78.7 | 32.5 | 0.2 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 397 | 32.5 |
| Foster Youth | 2 | 0.2 |
| Homeless | 34 | 2.8 |
| Socioeconomically Disadvantaged | 963 | 78.7 |
| Students with Disabilities | 162 | 13.2 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 7 | 0.6 |
| American Indian | 2 | 0.2 |
| Asian | 29 | 2.4 |
| Filipino | 25 | 2.0 |
| Hispanic | 1127 | 92.2 |
| Two or More Races | 10 | 0.8 |
| Pacific Islander | 3 | 0.2 |
| White | 20 | 1.6 |

Conclusions based on this data:

Overall our enrollment has stayed consistent in the amount of students overall, minority percentage, EL percentage and SES percentage. We are the largest middle school in our district. Our minority percentage, SES, SPED and EL learner percentage are all above the state average.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|--|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="771 506 849 533">Green</p> | <p data-bbox="1177 426 1404 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Green</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 376 730">Orange</p> | | |

Conclusions based on this data:

In language arts we made growth in 2019-2020 in the % of students meeting or exceeding standards. Our language arts team also made some large growth in between bands as recognized by the core collaborative. Our mathematics scores still continue to be in the red in 2018-2019 despite having the highest scores in the school's history in both 6th and 7th grade math. We will continue to make progress to address this concern. Our suspension rate continued to decrease for the second straight year leading to our lowest suspension rate in school's history in 2018-2019. Lastly our chronic absenteeism rate continued to decrease the last two years leading to the lowest chronic absenteeism rate in the district in 2018-2019. Before COVID 19 we were on track to have the lowest suspension and truancy rate in schools history with our 2018-2019 data. Our suspension rate and truancy rates ended up being the lowest out of district middle schools for the third straight year.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  Yellow 46.6 points below standard Increased ++13.7 points 1157 | <p>English Learners</p>  Orange 74.1 points below standard Increased Significantly ++19.7 points 735 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| <p>Homeless</p>  No Performance Color 115.8 points below standard Increased Significantly ++20.3 points 28 | <p>Socioeconomically Disadvantaged</p>  Yellow 55.4 points below standard Increased Significantly ++16.3 points 927 | <p>Students with Disabilities</p>  Orange 125.3 points below standard Increased Significantly ++24.3 points 157 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 21.3 points above standard Maintained ++1.7 points 28 |  No Performance Color 66 points above standard Increased ++14.3 points 24 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 52 points below standard Increased ++12.9 points 1066 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color 1.5 points below standard Increased Significantly ++51.6 points 19 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 124.7 points below standard Increased ++14.8 points 292 | 40.8 points below standard Increased Significantly ++15.7 points 443 | 17.2 points below standard Increased ++11.6 points 259 |

Conclusions based on this data:

Even though we saw large growth within language arts overall in 2018-2019 we are still have too many students below standard. Furthermore our EL and SPED population are not producing at the same levels as a general population which is causing inequities in student achievement. We are having data discussions with teachers regarding disproportionate amounts of underperformance of students based on EL and SPED status. We are also conducting professional developments so that teachers can better identify these students, pull useful data on these students and give these students high rigor instruction with some scaffolding and differentiation as needed. Currently we are running equity audits during COVID 19 to determine which students are not getting the equitable services that they need.

The 2019-2020 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 28 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Reading assessment. The 2019-2020 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 62 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Reading assessment. This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2020-2021 school year on the STAR 360 Reading Assessment.

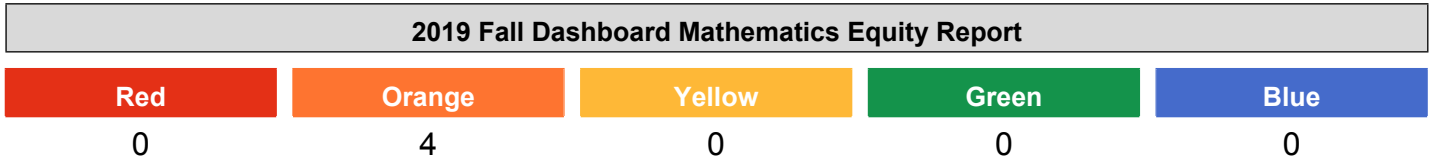
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  Orange 104.8 points below standard Increased Significantly ++15.3 points 1155 | <p>English Learners</p>  Orange 128.2 points below standard Increased Significantly ++16.9 points 736 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| <p>Homeless</p>  No Performance Color 164.8 points below standard Increased Significantly ++24.2 points 28 | <p>Socioeconomically Disadvantaged</p>  Orange 115.4 points below standard Increased Significantly ++15.6 points 925 | <p>Students with Disabilities</p>  Orange 175.8 points below standard Increased Significantly ++25.5 points 158 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 19.8 points below standard Increased ++14.3 points 28 |  No Performance Color 12.7 points above standard Increased Significantly ++18.8 points 24 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 110.1 points below standard Increased Significantly ++15.2 points 1064 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color 59.3 points below standard Increased Significantly ++20 points 19 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 174 points below standard Increased ++9.3 points 292 | 98.1 points below standard Increased Significantly ++15.6 points 444 | 77.1 points below standard Increased Significantly ++17.2 points 257 |

Conclusions based on this data:

Even though we saw growth in 6th and 7th grade in 2018-2019 we are still seeing overall underachievement from all students. Furthermore our EL students and SPED population are underachieving the most. We have worked with a math coach and will continue to utilize Jo Boaler techniques with our teachers. Additionally these teachers collaborate, conduct walk throughs, participate in lesson studies and look at data to inform instruction. Teachers get collaboration time and are given the capacity needed to disaggregate data by EL and SPED status. Good initial first instruction is discussed in detail as a way to improve our scores with all students. This includes our teachers utilizing claim, evidence, reasoning along with group discussions to build collective understands and the utilization of collaborative conversations to increase academic vocabulary. The good initial first instruction is also done with standards based instruction that is constantly moving towards higher DOK levels for students. A large amount of our Reclassified English Learners were special ed. Many special education EL students were reclassified. Our English only group dropped 8.1 points in 2018-2019. This cohort in general has been consistently low as they have traveled through the grades. STAR 360 Math

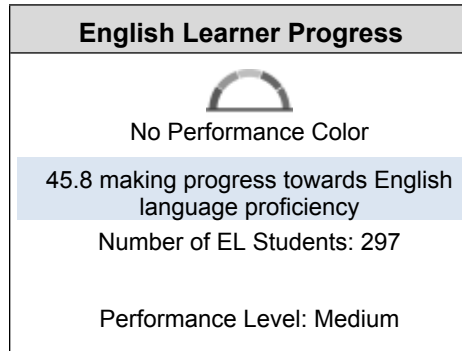
The 2019-2020 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 25 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Math assessment. The 2019-2020 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 39 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Math assessment. This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2020-2021 school year on the STAR 360 Math Assessment.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 13.4 | 40.7 | 1.0 | 44.7 |

Conclusions based on this data:

Our newcomers make up approximately 22% of our EL population and generally test into level 1 ELPAC. We have 30.8% of our students in level one.

We have approximately 28% of our ELs who have exited the newcomer academy. Their scores are usually a level 2 or 1.

13.3% of ELs students are in level 4 and have met the state ELPAC criteria for reclassification. If they are not meeting the reading criteria for reclassification, they are in an ELD class specifically targeting the reading domain, so they will be eligible.

The majority of our students are in level 3. We are addressing their needs by placing them in AVID Excel classes. The majority of our level 3 students need to improve their reading skills. Reading is an area of growth for all middle schools.

Frank teachers will continue to use ELD standards based instruction using district adopted curriculum and materials. During distance learning, students in designated ELD will receive thirty minutes of ELD instruction two days a week as indicated in the distance learning schedule. English learners also received integrated ELD in all general education classes, which will include high rigor language instruction with appropriate scaffolds. Our content area teachers will continue to teach literacy across all contents in order to build language for all students including English Learners.

In 2019-2020, 15% of English learners were reclassified. 10% being general education English learners, and 5% Special education English learners. We continue to have data chats with the remaining 5 students who met the state ELPAC criteria for reclassification but not the reading criteria.

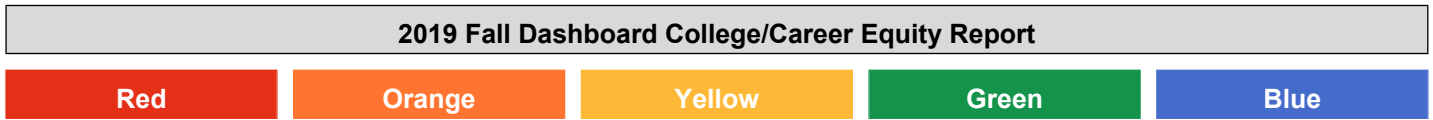
School and Student Performance Data

Academic Performance College/Career

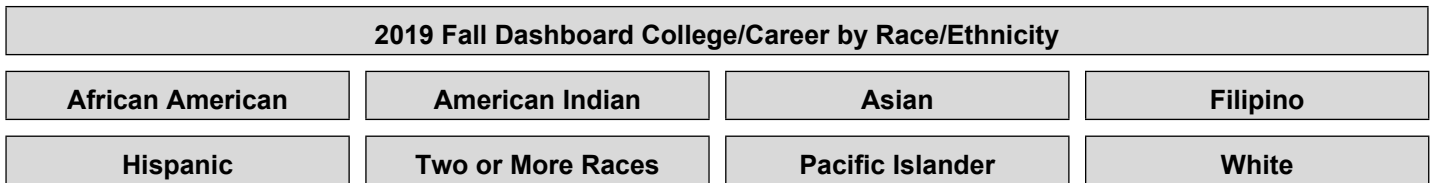
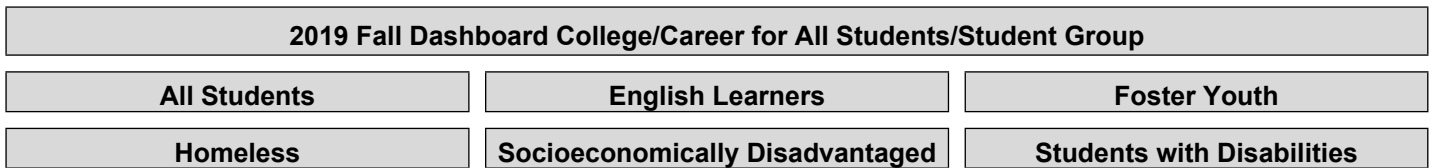
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

Not applicable to Frank

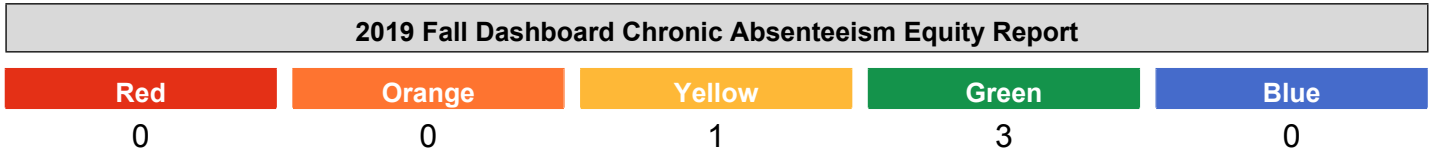
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  <p>Green</p> <p>3.2</p> <p>Declined -0.6</p> <p>1255</p> | <p>English Learners</p>  <p>Green</p> <p>2.6</p> <p>Declined -1.7</p> <p>431</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>4</p> <p>Declined -4</p> <p>50</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>3.6</p> <p>Declined -0.5</p> <p>1008</p> | <p>Students with Disabilities</p>  <p>Yellow</p> <p>8.6</p> <p>Maintained +0.4</p> <p>174</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 6.9 Increased +6.9 29 |  No Performance Color 0 Maintained 0 25 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 3.2 Declined -0.6 1158 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color 0 Declined -5 21 |

Conclusions based on this data:

Our data in this area has improved the last four years. Additionally it has been the lowest in the district for all schools. Our outreach coordinator, school counselors, attendance tech and principal will continue to identify students who are showing trends of truancy in order to intervene and improve the students attendance by uncovering the root problem of the truancy. Additionally we will continue to build a positive culture on campus through PBIS/CHAMPS protocols as well as create classroom conditions that are rigorous and relevant. Lastly we will continue to build positive relationships with students through our programs like WEB, city impact mentoring, clubs and sports. PTO has supported our attendance incentive program by funding gift cards for attendance incentives.

School and Student Performance Data

Academic Engagement Graduation Rate

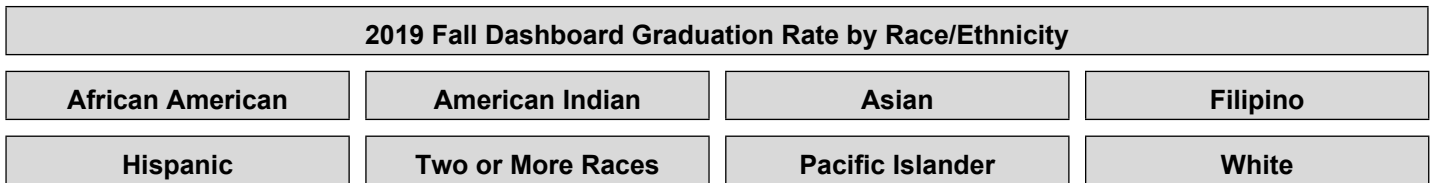
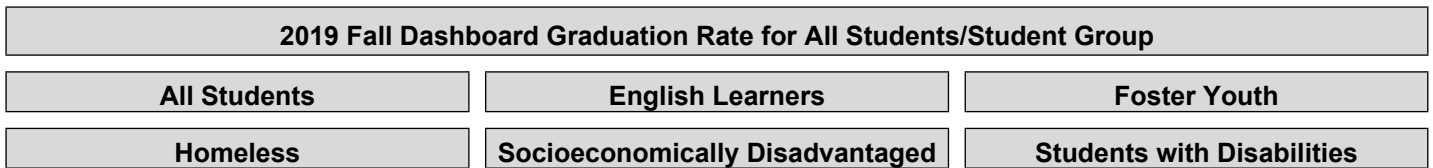
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

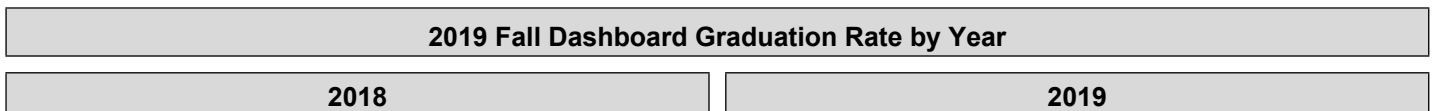
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

Not applicable to Frank

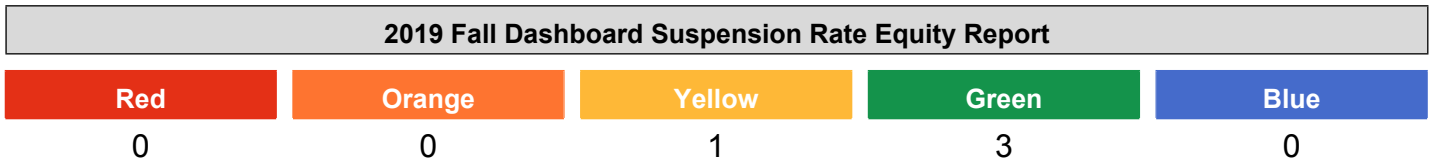
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  <p>Green</p> <p>5.4</p> <p>Declined -1.5</p> <p>1267</p> | <p>English Learners</p>  <p>Green</p> <p>6.7</p> <p>Declined -1.4</p> <p>434</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>9.8</p> <p>Increased +2.7</p> <p>51</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>6.2</p> <p>Declined -1.8</p> <p>1018</p> | <p>Students with Disabilities</p>  <p>Yellow</p> <p>9.7</p> <p>Declined -2.1</p> <p>176</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|--|
|  No Performance Color Less than 11 Students - Data 7 |  No Performance Color Less than 11 Students - Data 2 |  No Performance Color 0 Maintained 0 29 |  No Performance Color 0 Maintained 0 25 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 5.7 Declined -1.6 1169 |  No Performance Color Less than 11 Students - Data 10 |  No Performance Color Less than 11 Students - Data 3 |  No Performance Color 0 Declined -10 22 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 7 | 5.4 |

Conclusions based on this data:

Overall suspension rate was decreased to a level that is the lowest in school history. Our suspension rate has continued a downward trend for the last three years. Furthermore our suspension rate decreased once again in the areas of special ed and EL learners. As promising as this data is we are still striving to ensure that special ed and EL learner suspension rates decrease in order to be closer to the general population. We will work to see the trend of a reduction in suspensions by maintaining ample supervision, having clear expectations for students and to continue to build positive relationships. We will continue to improve on our PBIS approach. Last year we received the silver award from the PBIS CA coalition. Moving forward we want to achieve gold medal status. In order to do that we not only have to have clear expectations for students in common areas, but also our guidelines for success and an incentive system for positive behavior. We must now start to look at how we can set up procedures in place within the classroom that foster positive student behavior.

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 academic standards 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 assessment data by grade level: 6th grade students: 25% of students scored "Met Standard" or "Exceeded Standard" based on 2018-19 CAASPP assessment data. 7th grade students: 38% of students scored "Met Standard" or "Exceeded Standard" based on 2018-19 CAASPP assessment data. 8th grade students: 35% of students scored "Met Standard" or "Exceeded Standard" based on 2018-19 CAASPP assessment data. | CAASPP ELA The number of 6th grade students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 13%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 7%. The number of 8th grade students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 12%. |
| CAASPP Math | 2018-19 CAASPP assessment data by grade level: | CAASPP Math: The number of 6th grade students scoring "Met |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| | <p>6th grade students: 18%% of students scored "Met Standard" or "Exceeded Standard" based on 2018-19CAASPP assessment data.</p> <p>7th grade students: 15% of students scored "Met Standard" or "Exceeded Standard" based on 2018-19 CAASPP assessment data.</p> <p>8th grade students: 12.% of students scored "Met Standard" or "Exceeded Standard" based on 2018-19 CAASPP assessment data.</p> | <p>Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 15%.</p> <p>The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 10%.</p> <p>The number of 8th students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 7%.</p> |
| STAR 360 Reading | <p>STAR 360 Reading</p> <p>The 2019-2020 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 28 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Reading assessment.</p> <p>The 2019-2020 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 62 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Reading assessment.</p> | <p>STAR 360 Reading</p> <p>This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2020-2021 school year on the STAR 360 Reading Assessment.</p> |
| STAR 360 Math | <p>STAR 360 Math</p> <p>The 2019-2020 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 25 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Math assessment.</p> <p>The 2019-2020 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 39 based on the Fall 2019 and Fall 2020</p> | <p>STAR 360 Math:</p> <p>This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2020-2021 school year on the STAR 360 Math Assessment.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------|---|---|
| | administration of the STAR 360 Math assessment. | |
| Reclassification.rates | ELPAC/RECLASSIFICATION: In the 2019-20 school year, 86% of level 4 English Learners met ELPAC criteria for reclassification. 15% of English learners were reclassified; 10% were general education English learners, and 5% were special education English learners. | ELPAC/RECLASSIFICATION: We will reclassify all students who are a current ELPAC level 4. |

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, SES, SPED, EL.

Strategy/Activity

Hold Grade/Department Collaboration Meetings to review data at the school-wide level, grade level, classroom level and individual student levels. District approved materials and curriculum implementation guides will be used. Time for collaboration will be arranged by department for PLCs and new curriculum implementation. One hour a week is set aside for teachers to collaborate both horizontally and vertically. The purpose of the PLC meetings is to decide what to teach, how to teach it, how to assess what you taught, to decide on actions if students do not learn and finally to decide on actions if students are 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) |
|-----------|--|
| 9,600 | Title I 1000-1999: Certificated Personnel Salaries Teachers extra help , (Title I OPY funds) |
| 35,600 | LCFF - Targeted |

| | |
|-------|---------------------|
| | Teachers extra help |
| 26000 | LCFF - Intervention |
| | Teachers extra help |
| 3300 | Title III |
| | Teachers 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)

Source(s)

| | |
|------|--------------------------------|
| | Centralized Services |
| | School Counselors salaries (2) |
| 6000 | LCFF - Targeted |
| | None Specified |
| | Counselor extra pay |

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.

Strategy/Activity

Post Language and Content Objectives each day in each 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)

[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.

Strategy/Activity

Increase academic success through through the support of two ISP positions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
ISP

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

Strategy/Activity

Use data analysis of assessment results through IO and Elevations to inform instruction and to monitor progress. Data will be used from STAR 360, CAASPP, CELDT/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
Assessments

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

Implement STAR 360 program in all math and language arts 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
AR contract

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 and discuss data in relation to IAB's and 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)

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

Monitor the implementation and progress of the SPSA through Leadership, SSC and ELAC 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

Strategy/Activity

Administration as well as teacher leaders will provide professional development at staff meetings and other times as needed. The focus of the professional development will be on our growth areas that will be derived from data. Professional development will also take place in professional learning communities during collaboration 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)

2100

Title III
None Specified
Teacher Extra help

6000

Title I
1000-1999: Certificated Personnel Salaries
Teacher extra help

11281

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Teacher extra help

4000

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Teacher extra help

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

ISP positions 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)

District Funded
ISP

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.

All AVID & AVID Excel students

Strategy/Activity

AVID Tutors will be used to implement the AVID program. Tutors will also support the AVID Excel program for 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) |
|-----------|---|
| 16000 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Avid and Avid Excel tutors |
| 21000 | Title I 2000-2999: Classified Personnel Salaries Avid and 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.

Strategy/Activity

Materials/Software and supplies will be purchased (Newsela) to support intervention and enrichment 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) |
|-----------|--|
| 7006 | LCFF - Targeted 4000-4999: Books And Supplies Materials/Supplies |
| 2740 | Title III 4000-4999: Books And Supplies Materials/Supplies |
| 27316 | Discretionary 4000-4999: Books And Supplies Materials/Supplies to support programs |
| 25270 | Title I |

| | |
|------|---|
| | 4000-4999: Books And Supplies Materials/Supplies |
| 8000 | Title I 5800: Professional/Consulting Services And Operating Expenditures 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.

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.

All students

Strategy/Activity

Grade and course specific collaboration and data analysis will occur during 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)

Source(s)

| | |
|--|---|
| | Teacher release time for collaboration (Activity 1) |
| | See Subs for collaboration (Activity 9) |

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 Language Learners

Strategy/Activity

Teachers will use ELPAC release questions in preparation for the 2020-2021 ELPAC testing cycle.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Language Learners

Strategy/Activity

Teachers will obtain and utilize the ELPAC grading instrument/rubric to be used for test 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)

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.

English Language Learners

Strategy/Activity

ELPAC Level 1s & 2s, who are less than two years in the US, are ability grouped in an academy 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) |
|-----------|--|
| | Counselors' salaries (see previous activity # 2) |
| | ISP's (see previous activity # 4,#11) |

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 Language Learners

Strategy/Activity

ELPAC Level 1s & 2s, who have been in the US more than two years, are in an intervention program to bring skills and language to grade level using ELA & 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) |
|-----------|---|
| | Counselors' salaries (see activity # 2) |
| | ISP's (see goal 1, activity 11) |

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

ELPAC 3s, 4s are ability grouped in core ELA and Math curriculum with EOs where teachers are using SIOP Teaching strategies and Math, ELA, ELD standards to reach proficiency as quickly as

possible. Some of these student's will also be placed in AVID excel in order to accelerate reclassification.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Counselors' salaries (activity # 2)

ISP's (activity # 4, # 11)

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.

English Language Learners

Strategy/Activity

Two ISP's will be utilized to help with staff and students. ISP's will provide literacy support to LTEL students. Clerical services for EL students 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)

District Funded

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

Use AVID/AVID Excel strategies to instruct students school-wide on study skills.Students will use and participate in: Cornell notes, goal setting, character building activities, tutoring and service-oriented projects.Teachers will attend the AVID summer institute.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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

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

Continue positive reinforcement of academic and attendance success through AR 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)

[Empty box for Amount(s)]

Source(s)

[Empty box for Source(s)]

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

Bilingual para educator and clerical staff will support 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) |
|-----------|---|
| 5751 | Title III 2000-2999: Classified Personnel Salaries Bilingual para educator salary |
| 17250 | Title I 2000-2999: Classified Personnel Salaries bilingual para educator salary |
| 4094 | Title I 2000-2999: Classified Personnel Salaries bilingual clerical support |
| 42669 | Discretionary 2000-2999: Classified Personnel Salaries bilingual clerical support and campus supervisor support |
| 37753 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Library media tech support, campus supervisor support and bilingual clerical support |
| 3800 | Title III 2000-2999: Classified Personnel Salaries Bilingual Clerical Support |

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

Library Tech provides 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)

Centralized Services

Library Tech salary

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.

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 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.

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.

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 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.

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

(Identify either All Students or one or more specific student 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 39**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student 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 40**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student 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: 2019-20

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 completed phase two of PLC implementation and are entering phase three. During phase one of PLC implementation our mission and vision were created and revamped. Our collective commitments were decided on by departments by looking at research and best practices. The collective commitments are used as our driving force. We established grade/content level teams. Those teams meet for at least one hour per week during PLC collaboration time. The teams completed one cycle of inquiry towards the end of the year which followed the plan, do, study, act format. During this PLC implementation the leadership team first built capacity and then collectively distributed this knowledge through PLC grade level meetings. This included things such as how to develop smart goals, how to pull and interpret data, how to collaborate and run efficient meetings, best pedagogy practices, how to deconstruct standards, DOK levels, interventions and how to develop common formative assessments. Lastly departments discussed data by conducting equity audits which further looked at disproportionately of F rates, IAB, CFA and CAASPP scores by EL, SES and SPED. During phase two of PLC implementation we shared our team goals with all stakeholders and made our team outcomes explicit and clear. PLC teams had agreed upon agendas, protocols and accountability measures. PLC teams created multiple cycles of inquiry and evaluated the results to inform instruction and differentiation. Furthermore the PLC teams worked on celebrating successes. For the 2020-2021 school year we will be entering phase three of PLC implementation. One of the main additions will be to create a multi-tiered system of support intervention based on team data.

Additionally to PLC development we started reflective learning walks in 2018-19 and continued them in 2019-2020. We received training from Leverage Learning group to our leadership team. After we built capacity the leadership team conducted a successful walk with the goal being that we would spread capacity to other teachers and then we completed one reflective learning walk per month in 2019-2020 before COVID 19. We are planning to implement virtual reflective learning walks until we come back to the school site.

Our results were promising in 2018-2019 which was the last year CAASPP was recorded before COVID 19. For CAASPP we grew in 4/6 areas and stayed the same in the other two. Our seventh grade ELA scores were number one in the district. Our 7th grade math scores were tied for number 1 in our district. Our 6th grade math scores were second in the district and our 8th grade ELA scores were second in the district. Overall our CAASPP scores were the highest in school history along with the most growth. Additionally our language arts department received an award from the

core collaborative on overall LA growth in between cut scores which shows overall growth at the student level.

Lastly we showed the highest reclassification rate out of all district middles schools at 17.2%.

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 the challenges that occurred had to do with the lack of subs. This made it difficult to pull teachers during the school day to collaborate and therefore caused some difficulties with PLC implementation. To work around this we did free up our Tuesdays for collaboration time and paid teachers hourly. We tried to utilize the Tuesdays when possible for collaboration to limit our fiscal impact that hourly pay causes. However we do have mandatory trainings to do and that leads us to have to use the hourly pay on certain occasions. A solution to this was a variance in which teachers brought forth the idea for an early release. By having the early release we would have the built in collaboration time along with a Tuesday meeting to allow for mandatory trainings and a reduction in fiscal impact due to a decrease in hourly pay. This variance never went to vote because a preliminary survey showed a lack of teacher buy in to the early release at this time.

Another challenge was building capacity of the entire staff in regards to PLC's when we are utilizing the Tuesday meetings for collaboration. The way we worked around this was to build capacity with our leadership team first with the idea that the message would be delivered from department head to the rest of the department. One thing that did effect this was that we had no 6th grade ELA representative in leadership. This meant 6th grade language arts took a little longer to build capacity then some other departments.

Lastly the budget cuts did cause some challenges in the implementation of the plan. Elimination of an AP caused more responsibilities to be distributed to the principal which in turn led to a greater challenge to provide instructional leadership due to more tasks being handled that were historically handled by AP's and TOSA's in years previous.

COVID 19 did have impact on our implementation of our goals. COVID 19 put a halt to our reflective learning walks and temporarily caused a distraction to our PLC model and our cycles of inquiry.

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 completed phase 2 of PLC implementation. Phase two includes PLC teams undergoing multiple cycles of inquiry. In order to accomplish multiple cycles of inquiry you must have time allotted for collaboration. Most of our Tuesdays will be free for collaboration. We were able to accomplish this by taking care of our mandated trainings on our SIP days. Additionally the district is allowing a number of those trainings to be online. This still does not allow us to have the Tuesday to build capacity and an early release for PLC's which still is a challenge. To try to remedy this we will continue to push capacity through our leadership team. We had minimal turnover in leadership so capacity building will continue for most directly at the phase two level immediately. Additionally we have included a 6th grade language arts department chair to ensure that 6th grade language arts receives capacity building regarding PLC's.

This year we will be entering phase 3 of PLC implementation. Our current agreed upon remote learning schedule during COVID 19 allows for built in PLC time aside from our staff meetings. This will allow us time to learn pedagogy strategies related to distance learning while still creating our cycles of inquiry in a remote environment.

Budget cuts continued to cause impact eliminating an AP and clerical positions. We have redesigned roles and responsibilities to ensure that the managerial tasks are getting done to ensure that the instructional leadership responsibilities can be handled. You will see a reduction in clerical OT allowed due to the re designation of roles and responsibilities from clerical to AP's , counselors and the principal. Additionally we lost three teaching positions in core areas in 2018-2019 and two teaching positions in 2019-2020 due to reduction in force which undoubtedly will have an effect with the enrollment remaining the same.

The district office did utilize funds to approve two additional PE teachers and a robotics teachers to that we could manage our cohort model during remote learning and still maintain a manageable class size by contract.

We will continue where we left off with reflective learning walks when we return to the site utilizing the most current health provisions per the Ventura County Public Health recommendations. Before COVID 19 we were planning one per month which means we have three subs so that three teachers can participate in the walks. We will explore the options of conducting virtual reflective learning walks while we are remote. As a staff we have made several collective commitments through the PLC process. One of those commitments it that teachers agreed to collaborate in order to grow. The collaboration not only includes PLC meetings but is surrounded by discussions directly related to student learning. It is our philosophy that in order to have the most productive discussions about student learning it would make logical sense to have teachers visiting various classrooms to see student learning first hand. This change can be found in the amount of funds allocated for sub coverage.

Our leadership team has also worked hard to establish our instructional focus areas. Towards the end 2018-2019 we decided on three areas of focus. These include claim,evidence, reasoning along with group discussions to build collective understanding and collaborative conversations using academic dialogue. Throughout the year we will provide PD opportunities from within as well as focus our reflective learning walks, learning walks, admin visitations and AVID walkthroughs on these areas. It is important to note that these areas are also directly related to our AVID site plan.

We are an AVID showcase candidate and will have additional visitations of best practice schools along with us having more visitations from other schools. This additional focus on our growth areas will contribute to us refining our pedagogy practices.

Our goals pertaining to goal one are to grow in our CAASPP scores in 6/6 areas. In ELA our goal for growth in 6th grade is by 15%, in 7th grade by 7% and in 8th grade by 14%. In math our goal for growth in met or exceeded in 6th grade is by 17%, in 7th grade is by 10% and in 8th grade by 7%.

For our EL learners our goals are to reclassify 80% of our level 4 EI learners.

Lastly, we want to achieve high levels of success for all students regardless of SES, race socioeconomic status, gender or ability 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 Rate | The Suspension rate for 2019-2020 was 3.1% | The Suspension rate will be lowered by 1% to equal a total suspension rate of 2.1% |
| Discipline Referral Totals | The overall number of discipline incidents was 2,441. The number includes classroom referrals and tardies combined. | The overall number of discipline incidents will drop by 500 to equal a total 1941 incidents. This number includes classroom referrals and tardies combined. |
| Truancy Rate | The Truancy rate for 2019-2020 was 1.9% | The truancy rate will decrease by .04 % to equal a total truancy rate % of 1.5%. |

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 student groups will benefit from the implementation of CHAMPS/PBIS protocols.

Strategy/Activity

Utilization of CHAMPS/PBIS will be campus wide. Common behavioral expectations will be developed and utilized campus wide. Professional development will be conducted district wide, through staff meetings, during SIP days, during leadership meetings and finally through PLC department 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 student groups will benefit from counselor and admin monitoring.

Strategy/Activity

School Counselors and admin will monitor at risk students. Counselors will meet with students who are at risk and develop goals in order to increase success. Counselors will also be proactive in their approach utilizing CHAMPS 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)

Centralized Services
5000-5999: Services And Other Operating Expenditures
ORC salary

2000

Title I
5000-5999: Services And Other Operating Expenditures
Conference PD

5000

LCFF - Targeted
5000-5999: Services And Other Operating Expenditures
Conference PD/PBIS

0

Title III

None Specified

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 student groups benefit from the equitable monitoring of discipline data.

Strategy/Activity

Administration monitors discipline data on a regular basis and develops action plans when necessary in response to equity traps and over use of exclusionary discipline measures.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 benefit from the safety procedures that are followed.

Strategy/Activity

Fire and lock down drills are conducted periodically in order to promote efficient safety 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)

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 benefit from the following of the safety plan that is monitored and review by the safety committee.

Strategy/Activity

Safety Committee meets periodically to monitor the safety plan and make adjustments 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 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 will have access to the reward system

Strategy/Activity

Attendance Incentives are provided for students who have perfect attendance or show improvement in 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)

2000

LCFF - Targeted
4000-4999: Books And Supplies
Perfect Attendance 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 of our students reap the benefits of a well trained staff

Strategy/Activity

Campus supervisors are trained in de-escalation techniques.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Classified 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 student groups benefit from the COST/SST process

Strategy/Activity

COST/SST process is utilized in order to support 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) |
|-----------|---|
| 2560 | LCFF - Targeted 2000-2999: Classified Personnel Salaries ORC Extra Help |

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 of our students will benefit from access to project ALERT.

Strategy/Activity

Continued use of Project ALERT as part of the science 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)

TUPE

Project ALERT curriculum

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 groups will be supported with this monitoring process.

Strategy/Activity

Teachers identify students with a below 2.0 GPA or 5 or more referrals and or more than 10 absences to the office to monitor their 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.

All student group populations are affected by the utilization of WEB

Strategy/Activity

Utilization of WEB (Where Everyone Belongs)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2400

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Teacher extra help

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 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)

No 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.

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.

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.

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.

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: 2019-20

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 are continuing to decrease our suspension rate. Our suspension rate dropped 2.62% from last year to 3.1%. We were also able to lower our truancy rate ranking it as one of the lowest truancy rates for middle schools in the county. We lowered our truancy rate by 1.54% to 1.9%.

The continued implementation of school wide PBIS protocols and the focusing on CHAMPS foundations have helped to create an environment that students feel supported by staff. The PBIS committee will continue the training provide by VCOE. With that training our team created our guidelines for success, behaviors in common areas and our tiered interventions. Our PBIS committee also refined our extrinsic reward system called leader of the pack tickets to incentivize students for exhibiting behaviors that are aligned with our guidelines for success. It is worth noting that many of the educational pieces concerning PBIS and CHAMPS were pushed through our student news program called LOBO news which is run by our Language Arts teacher and our Journalism elective. This work had led us to being a PBIS CA coalition silver medal winner.

Many of our staff have also undergone Restorative Justice training. This has led to numerous teachers conducting Restorative Justice Circles in order to get to the root cause of misbehavior.

The work that done in regards to attendance is multifaceted. When looking at our Healthy Kids survey it shows that kids generally feel safe at RJ Frank. Additionally we have a large WEB program that involves 8th grade students mentoring 6th grade students. We also have some mentoring programs that are run by teachers such as the Lost Boyz, which allows students to connect to a mentoring adult.

Our clubs and athletics programs are also well attended as is our after school program. Our teachers are very committed to forming positive relationships with students. The focus on PBIS/CHAMPS foundations has helped staff to understand the positive impact of relationship building with students as it pertains to attendance and academics as well as the overall improvement in school climate. Another way this has been illustrated is that our teachers stated that positive relationships with students was the most important component in regards to high leverage teaching techniques. Good initial first instruction is also a component that leads to our low truancy rate. Our counseling staff has also worked extremely hard to address students needs in a proactive way. Individual counseling over the phone is offered as well as contact through email or text. Counselors reach out to students on a daily basis. This has allowed our students another avenue to express themselves and to feel comfortable at school. Small group counseling lessons are being created to meet need of social emotional counseling. How students are chosen for small groups is: parent, teacher request, COST review, or self referral.

Our ORC also worked diligently when conducting SART meetings with parents and also moving items to the SARB process when necessary. Our attendance clerk has also worked hand in hand with our ORC to address truancy concerns. Lastly our ORC, counselors and administration conducting home visits when necessary with habitual truant students. The culture and climate at

Frank have led to students wanting to come to school. This is undoubtedly apparent when looking at our wait list which is the longest in schools history.

Lastly we revamped our opportunity program to better address our tier 3 students needs. This included some improvements in teacher collaboration, scheduling, SST follow through and the utilization of RJ circles.

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 concerns created some challenges in regards to handling discipline. Budget reductions caused a drop in 0.5 of an AP position. This created some challenges on how we divided supervision and discipline workload amongst administration. Additionally we were not able to fill a para professional position in opportunity. This was a reduction in support from previous years with our most at risk 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.

Budget concerns continue to be a challenge with the reduction of a full 1.0 AP, 2 clerical positions and 3 campus supervisor positions. The strategy to deal with this include a redistribution in responsibilities amongst administration, clerical and counselors.

For suspension rate our goal is to drop another 1.0% which will place our suspension rate at 2.1% which would be at or near the state average for middle schools. Additionally we will be working to address equity issues as it relates to suspensions of various races, EL learners, low SES students, foster students and special education students.

For truancy rate our goal is to drop another 0.4% which would place us at 1.5% which is lower than state, county and district averages for middle schools.

One of our methods to improve in the area of PBIS which would undoubtedly lead us to improve our suspension and truancy rates is to align our practices with the PBIS CA coalition. This group works to create a system that looks at evidence based approaches to student behavior with the goal of maintaining fidelity within PBIS. Our goal is to be a PBIS Gold winner. One step in this process is to look at procedures and tier one interventions that are done in the classroom. Part of this focus will include some PD for teachers in regards to what that protocol looks like.

Lastly we have secured a grant with city impact that is a partnership that allows us to have two student mentors on campus five days a week for 4 years. These mentors will be working with our seventh grade students with next year being both 7th and 8th grades.

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 rates at meetings/activities: Back to school night, ELAC, SSC, PTO | The 2017-2018 school year will be the baseline. | During distance learning, parents will participate through technology. |

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.

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.

Strategy/Activity

Parent compact 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.

Strategy/Activity

Outreach counselor teaches parent empowerment classes in the evening 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)

1000

Discretionary
4000-4999: Books And Supplies
Parent Project 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.

Strategy/Activity

Parent conferences are held throughout the year in order to communicate 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 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.

Strategy/Activity

Staff works in collaboration with parents during IEP, 504 and SST 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 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

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)

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.

Strategy/Activity

ORC provides outreach to communities and families on a regular basis. Food care packages are distributed to families in 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)

ORC salary (see goal 1, activity 2)

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

Counselors routinely meet with parents to review students academic progress as well as their social emotional well being.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Counselors' salaries (see goal 1 above)

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

PTO meets on a regular basis. Parents are encouraged to attend in order to provide 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) |
|-----------|--------------------|
| | 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.

Strategy/Activity

Parent workshops: Project 2 Inspire (CABE), The New Dawn, VCBH Mental Health, OPD gang-related/drug related presentations, Daughter-Mother

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

Strategy/Activity

Parent workshops: Parent project, PIQUE

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Counselors collaborate with the OUHSD to provide families workshops on how to transition to high school. Topics include A-G requirements, scholarships, and 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 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

Parent meeting nights for Q and A with administration and 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)

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 parents who need translation. Title 3 will be for our EL student population.

Strategy/Activity

Extra Clerical Support for translation at parent conferences and to process 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) |
|-----------|--|
| 4009 | Title III 2000-2999: Classified Personnel Salaries Extra time for processing of students grades, attendance |
| 2600 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Extra time for translations |

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.

Amount(s)

Source(s)

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: 2019-20

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 did a number of things at Frank to provide parents with a welcoming environment for them to be engaged in a productive way for the academic and socio emotional health of their child. Our ELAC and SSC committees involve parents with the decision making at our school. During first ELAC meeting, the ELAC members created a parents needs assessment that was sent to all parents. 14% of our parents provided feedback and we used their responses to plan workshops around their needs. Our PTO works with our community for fundraising opportunities. Parents also participate in IEP, SST and 504 meetings where they are direct partners in the decision making concerning their child. Additionally our counselors work with our criteria 2 students to discuss strategies to increase success and social-emotional well being. We also have a number of different events that welcome parents onto our virtual campus. We have our back to school every year where parents are welcomed onto campus in order to meet teachers and ask questions. During distance learning, our counselors and ORC invited parents to a virtual academic, social-emotional, and parent resources forum. 17% of parents participated via zoom. Also during back to school night, our newcomer academy team met the language needs of families who speak a language other than Spanish and English thirty minutes before the night began. When our newcomer academy students start the year, we are making sure their needs are met prior to their start date; this includes a needs assessment meeting with the parent and student, providing distance learning technical support for canvas and google classroom. Every year we also have our RJ Frank showcase night where we highlight all of our electives and special programs for the community. This year, we will continue with the program. At Frank we held an internet safety discussion for parents so they can be more educated on how to support their child's safe use of the internet. We also participated in project 2 inspire which gives our parents some practical tools on how to help their child be successful. During distance learning, we will provide parent workshops that support with parenting skills; such as the New Dawn, VCBH Mental Health, OPD gang-related/drug related presentations, Daughter-Mother, Parent project, and PIQUE, based on results from our parent needs assessment.

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 reductions did have some impact on our delivery of programs to parents. Reduction in our AP position created a redistribution of roles and responsibilities to counselors and Outreach

Counselor. These has impacted the time spent on the preparation of these programs. Furthermore clerical was reduced which caused less time to do the work load. Lastly we could not provide food at our parent meetings due to budget constraints which directly impacts our goal at attending to our parents through Maslow's hierarchy of needs. COVID 19 and distance learning has impacted the time spent in developing these activities due to having to learn different online platforms and reach out to families in multiple ways. Our families have also had to learn to use and access technology.

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.

Additionally this next year during distance learning, we plan to add a few items to ensure that our parents feel connected to our school. Some of those programs are our Parent Project to Inspire, The New Dawn, VCBH Mental Health, Parent project, PIQUE, groups which meet periodically. We are also planning on adding parent meeting nights for Q and A with administration and counselors, so that parents can have access to the leadership team. As a metric to determine effectiveness of parent engagement we will utilize the healthy kids survey that is sent to parents every year. We also gave parents a beginning of the year parent needs assessment through ELAC and will do an end of the year post assessment. We also implemented Panorama this year in all grades to identify our students' social-emotional needs.

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 | \$154,141.00 |
| 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 | \$346,099.00 |

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 | \$95,214.00 |
| Title III | \$21,700.00 |

Subtotal of additional federal funds included for this school: \$116,914.00

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 (\$) |
|-------------------------|--------------|
| Discretionary | \$70,985.00 |
| LCFF - Intervention | \$30,000.00 |
| LCFF - Targeted | \$128,200.00 |

Subtotal of state or local funds included for this school: \$229,185.00

Total of federal, state, and/or local funds for this school: \$346,099.00

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 | 95,214 | 0.00 |
| Title III | 21,700 | 0.00 |
| LCFF - Targeted | 128,200 | 0.00 |
| LCFF - Intervention | 30,000 | 0.00 |
| Discretionary | 70,985 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|------------|
| Discretionary | 70,985.00 |
| LCFF - Intervention | 30,000.00 |
| LCFF - Targeted | 128,200.00 |
| Title I | 95,214.00 |
| Title III | 21,700.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---------------------|-----------|
| 2000-2999: Classified Personnel Salaries | Discretionary | 42,669.00 |
| 4000-4999: Books And Supplies | Discretionary | 28,316.00 |
| | LCFF - Intervention | 26,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 4,000.00 |
| | LCFF - Targeted | 35,600.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 13,681.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 58,913.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 9,006.00 |

| | | |
|---|-----------------|-----------|
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 5,000.00 |
| None Specified | LCFF - Targeted | 6,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 15,600.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 42,344.00 |
| 4000-4999: Books And Supplies | Title I | 27,270.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 2,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 8,000.00 |
| | Title III | 3,300.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 13,560.00 |
| 4000-4999: Books And Supplies | Title III | 2,740.00 |
| None Specified | Title III | 2,100.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 324,530.00 |
| Goal 2 | 13,960.00 |
| Goal 3 | 7,609.00 |

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 |
|----------------------|----------------------------|
| Dr. Richard Caldwell | Principal |
| Tess Potchen | Classroom Teacher |
| Kristin Dodge | Classroom Teacher |
| Crystal Reagan | Classroom Teacher |
| Mark Urwick | Classroom Teacher |
| Amber Pergeson | Other School Staff |
| Alma Romero | Parent or Community Member |
| Lupita Avila | Parent or Community Member |
| Yanira Ortega | Parent or Community Member |
| Nadia Herrera | Secondary Student |
| Kayla De Los Santos | Secondary Student |
| Briana Garcia | 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

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 6, 2020.

Attested:



Principal, Dr. Richard Caldwell on 10/6/2020

SSC Chairperson, Ms. Kristen Dodge on 10/6/2020

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:

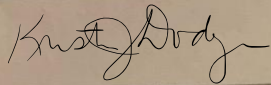
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

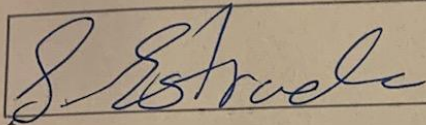
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name


Clear

School Site Council


Clear

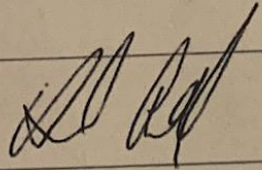
English Learner Advisory Committee
Susana Estrada
10/16/2020

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.

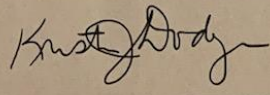
This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 6, 2020

Attested:


Clear

Principal, Dr. Richard Caldwell on
10/6/2020


Clear

SSC Chairperson,
Ms. Kristen Dodge on
10/6/2020

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

Title I School-Level Parent and Family Engagement Policy

Frank Academy

2020-2021

2.0 With approval from the local governing board, R.J. Frank Middle School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. We do a number of things at Frank to provide parents with a welcoming environment for them to be engaged in a productive way for the academic and social emotional health of their child. Our ELAC and SSC committees involve parents with the decision making at our school. During the first ELAC meeting each year, the ELAC members create a parent needs assessment and it is sent to all parents. We use responses to plan workshops around their needs. Our PTO works with our community for fundraising opportunities. The school has distributed the policy to parents and family members of children served under Title I, Part A. We distribute the engagement policy on our school website, Blackboard Connect emails and phone messages directing parents to the school website. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at R.J. Frank Middle School, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
We provide Title I program information during back to school night. We also send blackboard connect messages to distribute ELAC, SSC, and PTO information.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
We have open parent question and answer forum meetings where parents may ask questions. Meetings are scheduled based on parents request and needs as indicated in the Parents Needs Assessment.
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. §

6318[c][3])

SSC and ELAC review the policy and provide feedback, annually.

- d) The school provides parents of participating children with the following:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
Information is distributed during our back to school night.
 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])
Teachers provide this information during back to school night. Student progress reports are sent three times a year and trimester grades are also sent three times a year. State test results are mailed home and also placed in students' cum folders.
 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])
Parents participate in IEP, SST and 504 meetings where they are direct partners in the decision making concerning their child. Additionally, our counselors work with our criteria 2 students to discuss strategies to increase success and social-emotional well-being.
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])
Parents may provide input to SSC through ELAC. SSC will respond to questions or concerns.

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
Teachers conference with parents after the first trimester and discuss these components. During IEPs, SSTs, and 504s, these assessments may be discussed. English learners continue to be monitored for 4 years after reclassification. The Elevations program is used to keep track of the 4-year period.

- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
At Frank we held an internet safety discussion for parents so they can be more educated on how to support their child's safe use of the internet. We also participated in Project 2 Inspire which gives our parents some practical tools on how to help their child be successful. During distance learning, we will provide parent workshops that support with parenting skills; such as The New Dawn, VCBH Mental Health, OPD gang-related/drug related presentations, Daughter-Mother, Parent project, and PIQUE, based on results from our parent needs assessment
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Professional development is provided through curriculum trainings and SIP days throughout the year.

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
To ensure that our parents feel connected to our school, we offer programs for parents. Some of those programs are Project 2 Inspire, The New Dawn, VCBH Mental Health, Parent Project and PIQUE. These groups meet periodically. We are also planning on adding parent meeting nights for Q and A with administration and counselors, so that parents can have access to the leadership team. As a metric to determine effectiveness of parent engagement we will utilize the healthy kids survey that is sent to parents every year. We also gave parents a beginning of the year parent needs assessment through ELAC and will do an end of the year post assessment.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
We send Parent Connect phone messages, emails, texts, flyers and post information on our school website in multiple languages.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
Every year we also have our RJ Frank showcase night where we highlight all of our electives and special programs for the community. This year, we will continue with the program.

2.3 Accessibility

R.J. Frank Middle School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Flyers and all parent communication are distributed in English and Spanish through multiple modes, such as, distribution on school website, parent phone calls, emails and text messages.

2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part 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. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Frank Academy meets all the Williams Act requirements to ensure all students have district adopted curriculum and a one-to-one iPad to ensure access to core curriculum with rigor. Teachers receive training in newly adopted curriculum and professional development in best practices. Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. This information will include, School Parent Involvement Policy, Parent/Student Handbook, Volunteer Applications/Information, Assessment Information, and Curriculum Descriptions for English Language Arts and Math and other content areas. The school's web site provides information about the staff, classroom activities and parent resources, including the school calendar. In addition, a brochure is distributed for each grade level describing which standards will be taught for the year.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])
At Frank Academy we have two parent conferences; one in the fall and another in the Spring.
 2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
Student progress reports are sent three times a year and trimester grades are also sent three times a year. State test results are mailed home and also placed in students' cum folders.
 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
Parents may participate in their child's class after they are fingerprinted and cleared through the district office.
 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
Our bilingual staff calls and holds meetings with parents in their primary language when applicable. Monolingual teachers are provided with the support of a bilingual staff member to translate, when applicable.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*

**Política de Participación de los Padres y las Familias en las escuelas que
reciben fondos de Título I
Frank Academy
2020-2021**

2.0 Con la aprobación de la Junta Directiva de Educación local, R.J. Frank Middle School ha desarrollado una política de participación de los padres y las familias, con el aporte de los padres y miembros de las familias de los estudiantes participantes. Hacemos una serie de cosas en Frank para brindarles a los padres una bienvenida donde puedan participar de manera productiva en la salud académica y socioemocional de sus hijos. Nuestros comités ELAC y SSC involucran a los padres en tomar decisiones en nuestra escuela. Durante la primera reunión de ELAC cada año, los miembros de ELAC crean una evaluación de las necesidades de los padres y se envía a todos los padres. Usamos respuestas para planificar talleres basados a sus necesidades. Nuestro PTO trabaja con nuestra comunidad para oportunidades de recaudación de fondos. La escuela ha distribuido la política a los padres y los miembros de las familias de los estudiantes a los que se les prestan servicios de acuerdo con la Parte A del Título I (Sección 11503 del Código de Educación (EC, por sus siglas en inglés); (Sección [§] 6318[b][1-4] del Título 20 del Código de los Estados Unidos (USC, por sus siglas en inglés). Distribuimos la Política de Participación de los Padres y las Familias en las escuelas que reciben fondos de Título I en el sitio web de nuestra escuela y, a través de los correos electrónicos y mensajes telefónicos de Blackboard Connect que dirigen a los padres al sitio web de la escuela.

2.1 Participación de los padres en el programa Título I

La política describe los medios utilizados para cumplir con los requerimientos de participación de los padres y las familias de acuerdo con el Título I (Sección [§] 6318[b][1] del Título 20 del Código de los Estados Unidos (USC)).

Con el fin de promover la participación de los padres y miembros de las familias dentro del programa Título I, en R.J. Frank Middle School se han establecido las siguientes prácticas:

- a) La escuela convocará a una reunión anual, en un horario conveniente, al que se deben invitar y alentar a asistir a todos los padres de los estudiantes participantes, con el fin de informar a los padres y miembros de las familias sobre la participación de la escuela en el programa Título I y donde se explicarán los requerimientos y el derecho a participar de los padres (Sección [§] 6318[c][1] del Título 20 del Código de los Estados Unidos (USC)).
Proporcionamos información sobre el programa Título I durante la noche de regreso a clases. También enviamos mensajes de Blackboard Connect para distribuir información de ELAC, SSC y PTO.
- b) La escuela ofrecerá un número de reuniones en horarios flexibles, en la mañana o en la tarde, y podrá, con fondos del Título I, proporcionar transporte, cuidado de niños o visitas a los hogares, cuando estos servicios estén relacionados con la participación de los padres (Sección [§] 6318[c][2] del Título 20 del Código de los Estados Unidos (USC)). Tenemos foros abiertos de preguntas y respuestas para padres donde los

padres pueden hacer preguntas. Las reuniones se programan según la solicitud y las necesidades de los padres, según se indica en la Evaluación de necesidades de los padres.

- c) La escuela incluirá la participación de los padres de una manera organizada, continua y oportuna en el planeamiento, revisión y mejora del programa Título I de la escuela; incluida la planificación revisión y mejora de la política de participación de los padres y las familias; y el desarrollo en conjunto del plan del programa en toda la escuela (Sección [§] 6318[c][3] del Título 20 del Código de los Estados Unidos (USC)).
SSC y ELAC revisan la política y brindan comentarios cada año.
- d) La escuela proveerá a los padres de los estudiantes participantes lo siguiente:
1. Información oportuna acerca del programa Título I (Sección [§] 6318[c][4][A] del Título 20 del Código de los Estados Unidos (USC)).
La información se distribuye durante nuestra noche de regreso a clases.
 2. Una descripción y una explicación sobre el currículo en uso en la escuela, las formas de evaluación académica que utiliza la escuela para medir el progreso de los estudiantes, y los niveles de rendimiento alcanzados en los rigurosos estándares académicos estatales (Sección [§] 6318[c][4][B] del Título 20 del Código de los Estados Unidos (USC)). Los maestros brindan esta información durante la noche de regreso a clases. Los informes de progreso de los estudiantes se envían tres veces al año y las calificaciones del trimestre también se envían tres veces al año. Los resultados de las pruebas estatales se envían por correo a casa y también se colocan en la carpeta de los estudiantes.
 3. Si los padres las solicitan, oportunidades para sostener reuniones regulares, con el fin de formular sugerencias y para participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos; y para responder a cualquiera de las sugerencias de los padres, tan pronto como sea posible (Sección [§] 6318[c][4][C] del Título 20 del Código de los Estados Unidos (USC)).
Los padres participan en reuniones de IEP, SST y 504 donde son socios directos en la toma de decisiones sobre su hijo. Además, nuestros consejeros trabajan con nuestros estudiantes de criterio 2 para discutir estrategias para aumentar el éxito y el bienestar socioemocional.
- e) Si los padres de los estudiantes participantes no están satisfechos con el plan del programa, la escuela presentará todos los comentarios de los padres sobre el plan cuando lo ponga a disposición de la agencia educativa local (Sección [§] 6318[c][5] del Título 20 del Código de los Estados Unidos (USC)).
Los padres pueden proporcionar información al SSC a través de ELAC. SSC responderá a preguntas o inquietudes.

2.2 Desarrollar la capacidad de participación (Política de participación de los padres y las familias - Continuación)

Para asegurar una participación efectiva de los padres y apoyar la colaboración entre la escuela, los padres y la comunidad en la mejora del rendimiento académico de los estudiantes, cada escuela y agencia de educación local, con la asistencia de los fondos

del Título I, Parte A, establecerán las prácticas que se detallan abajo (Sección [§] 6318[e] del Título 20 del Código de los Estados Unidos (USC)).

- a) La escuela proveerá a los padres asistencia en la comprensión de tópicos, tales como, los rigurosos estándares académicos, las evaluaciones locales y estatales, los requisitos del Título I, Parte A, y cómo supervisar el progreso de los estudiantes y trabajar con los educadores en la mejora del rendimiento de sus hijos (Sección [§] 6318[e][1] del Título 20 del Código de los Estados Unidos (USC)). Los maestros se reúnen con los padres después del primer trimestre y discuten estos componentes. Durante los IEP, SST y 504, estas evaluaciones pueden discutirse. Los estudiantes de inglés continúan siendo monitoreados durante 4 años después de la reclasificación. El programa Ellevations se utiliza para realizar un seguimiento del período de 4 años.
- b) La escuela proporcionará a los padres materiales y capacitación para ayudarlos a trabajar en la mejora del rendimiento de sus hijos (Sección [§] 6318[e][2] del Título 20 del Código de los Estados Unidos (USC)). En Frank, presentamos sobre el tema de la seguridad en Internet para que los padres puedan estar más informados sobre cómo apoyar el uso seguro de Internet de sus hijos. También participamos en el Project 2 Inspire, que brinda a nuestros padres algunas herramientas prácticas sobre cómo ayudar a sus hijos a tener éxito. Durante el aprendizaje a distancia, brindaremos talleres para padres que apoyan las habilidades de crianza; como las presentaciones de New Dawn, VCBH Mental Health, OPD relacionadas con pandillas / drogas, Daughter-Mother, Proyecto de padres y PIQUE, según los resultados de nuestra evaluación de necesidades de los padres.
- c) La escuela, con la ayuda de los padres, instruirá a los maestros, el personal especializado de apoyo a la instrucción, los directores y otros líderes escolares, y demás personal, sobre el valor y la utilidad de las contribuciones de los padres y sobre cómo contactarlos, comunicarse y trabajar con los padres como socios igualitarios, implementar y coordinar los programas de padres y establecer lazos entre la escuela y los padres (Sección [§] 6318[e][3] del Título 20 del Código de los Estados Unidos (USC)). El desarrollo profesional se proporciona a través de entrenamientos de currículo y días de SIP durante todo el año.
- d) La escuela, dentro de lo posible y apropiado, coordinará e integrará programas y actividades de participación de padres a los programas federales, estatales y locales, incluidos los programas del preescolar estatal; y conducirá otras actividades, tales como centros de recursos para padres, para alentar y apoyar a los padres a tener una mayor participación en la educación de sus hijos (Sección [§] 6318[e][4] del Título 20 del Código de los Estados Unidos (USC)). Para asegurarnos de que nuestros padres se sientan conectados con nuestra escuela, ofrecemos programas a nuestros padres. Algunos de esos programas son nuestro Project 2 Inspire, El Nuevo Amanecer, Salud mental de VCBH, Proyecto de padres, y PIQUE. Estos grupos que se reúnen periódicamente. También estamos planeando agregar noches de reuniones de padres para preguntas y respuestas con la administración y los consejeros, para que los padres puedan tener acceso al equipo de liderazgo. Como métrica para determinar

la efectividad de la participación de los padres, utilizaremos la encuesta de niños saludables que se envía a los padres cada año. También les dimos a los padres una evaluación de las necesidades de los padres al comienzo del año a través de ELAC y haremos una evaluación posterior al final del año.

- e) La escuela asegurará que la información relacionada con los programas de la escuela y los padres, las reuniones y otras actividades, es enviada a los padres en un formato, y dentro de lo posible, en un idioma que los padres puedan comprender (Sección [§] 6318[e][5] del Título 20 del Código de los Estados Unidos (USC)).

Enviamos mensajes telefónicos, correos electrónicos, mensajes de texto, folletos y publicamos información en el sitio web de nuestra escuela en varios idiomas.

- f) La escuela proporcionará todo apoyo adicional razonable a las actividades de participación de los padres de esta sección, según lo soliciten los padres (Sección [§] 6318[e][14] del Título 20 del Código de los Estados Unidos (USC)).

Cada año también tenemos nuestra noche de exhibición de RJ Frank donde destacamos todas nuestras electivas y programas especiales para la comunidad. Este año continuaremos con el programa.

2.3 Accesibilidad

La escuela R. J. Frank, dentro de lo posible, proveerá oportunidades de participación informada a los padres y miembros de las familias (incluidos los padres y miembros de las familias que tengan dominio limitado del inglés, padres y miembros de las familias con discapacidades, y padres y miembros de las familias de estudiantes migrantes), incluyendo la provisión de información y reportes escolares requeridos de acuerdo con la Sección 1111 de la Ley de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés), (Sección [§] 6311 del Título 20 del Código de los Estados Unidos (USC)), según la modificación de la Ley para el Éxito de Todos los Estudiantes (ESSA, por sus siglas en inglés) en un formato, y dentro de lo posible, en un idioma que los padres puedan entender (Sección [§] 6318[f] del Título 20 del Código de los Estados Unidos (USC)). Los volantes y toda la comunicación con los padres se distribuyen en inglés y español a través de varios modos, como distribución en el sitio web de la escuela, llamadas telefónicas de los padres, correos electrónicos y mensajes de texto.

2.4 Convenio entre la escuela y los padres

Como parte de la política de participación de los padres y las familias al nivel de la escuela, cada escuela, que recibe servicios de acuerdo con la Parte A, deberá desarrollar, junto con los padres de todos los estudiantes que reciben servicios de dicha parte, un convenio entre los padres y la escuela, que detalle la forma cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y las formas mediante las cuales la escuela y los padres desarrollarán y fortalecerán una sociedad de colaboración para ayudar a los estudiantes a alcanzar los más altos estándares estatales. El convenio entre la escuela y los padres cumplirá con los requerimientos detallados abajo. (Sección [§] 6318[d] del Título 20 del Código de los Estados Unidos (USC)).

- a) Describir la responsabilidad de la escuela en la provisión de un currículum e instrucción de alta calidad en un entorno de educación efectivo, que permita que los estudiantes que reciben servicios de acuerdo con esta parte alcancen los rigurosos estándares académicos estatales; y describir las formas en las que cada padre será responsable de apoyar el aprendizaje de su hijo, ofrecerse de voluntario en la clase de su hijo, y participar, según sea apropiado, en las decisiones relacionadas con la educación de sus hijos y el uso positivo del tiempo extracurricular (Sección [§] 6318[d][1] del Título 20 del Código de los Estados Unidos (USC)).

Frank Academy cumple con todos los requisitos de la Ley Williams para garantizar que todos los estudiantes tengan un plan de estudios adoptado por el distrito y un iPad personalizado para garantizar el acceso al plan de estudios básico con rigor. Los maestros reciben capacitación en el nuevo plan de estudios adoptado y desarrollo profesional en las mejores prácticas.] Los padres reciben una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se esperan de los estudiantes. para reunirse se proporcionará. Esta información incluirá la Política de Participación de los Padres en la Escuela, el Manual para Padres / Estudiantes, Solicitudes / Información para Voluntarios, Información de Evaluación y Descripciones del Currículo para Artes del Lenguaje Inglés y Matemáticas y otras áreas de contenido.

El sitio web de la escuela proporciona información sobre el personal, las actividades del aula y los recursos para los padres, incluido el calendario escolar. Además, se distribuye un folleto para cada nivel de grado que describe qué estándares se enseñarán durante el año.

Si los padres lo solicitan, se discutirán las oportunidades de reuniones regulares para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a tales sugerencias tan pronto como sea posible. Los padres / miembros de la comunidad recibirán respuestas oportunas a cualquier inquietud y sugerencia.

- b) Abordar la importancia de la comunicación continua entre los maestros y los padres, a través de los requerimientos detallados debajo, como mínimo (Sección [§] 6318[d][2] del Título 20 del Código de los Estados Unidos (USC)).

1. Conferencias de padres y maestros en las escuelas primarias, por lo menos anualmente, durante las cuales se conversará sobre el convenio, ya que este se refiere al rendimiento individual de los estudiantes (Sección [§] 6318[d][2][A] del Título 20 del Código de los Estados Unidos (USC)).

En Frank Academy tenemos dos conferencias de padres; uno en otoño y otro en primavera.

2. Informes frecuentes a los padres sobre el progreso de sus hijos. (Sección [§] 6318[d][2][B]) del Título 20 del Código de los Estados Unidos (USC)).
Los informes de progreso de los estudiantes se envían tres veces al año y las calificaciones del trimestre también se envían tres veces al año. Los resultados de las pruebas estatales se envían por correo a casa y también se colocan en las carpetas de cum de los estudiantes.
3. Acceso razonable de los padres al personal, a oportunidades de voluntariado y participación en la clase de sus hijos y observación de las actividades de la clase (Sección [§] 6318[d][2][C]) del Título 20 del Código de los Estados Unidos

(USC)). Los padres pueden participar en la clase de su hijo después de que se les tomen las huellas digitales y se autoricen a través de la oficina del distrito.

4. Aseguramiento de una comunicación regular, de dos vías entre los miembros de la familia y el personal de la escuela, hasta donde sea posible, en un idioma que los miembros de la familia puedan comprender (Sección [§] 6318[d][2][D]) del Título 20 del Código de los Estados Unidos (USC)).

Nuestro personal bilingüe llama y lleva a cabo reuniones con los padres en su idioma principal cuando corresponde. Los maestros monolingües cuentan con el apoyo de un miembro del personal bilingüe para traducir, cuando corresponda.

- *Podría ser de ayuda incluir la revisión de la política de participación de los padres y la familia en el Plan Anual para el Rendimiento Estudiantil de la Escuela.*

**La política debe ser actualizada periódicamente para atender las necesidades cambiantes de los padres, los miembros de la familia y la escuela. Si la escuela tiene un proceso establecido para promover la participación de los padres y los miembros de la familia al planear y diseñar los programas de la escuela, la escuela podrá utilizar dichos procesos, si ellos incluyen una adecuada representación de los padres y miembros de la familia que reciben servicios del Título I, Parte A.*

School Year: **2020-21**



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 |
|--|-----------------------------------|--|---------------------------|
| Fremont Academy of Environmental Science and Innovative Design | 56725386055313 | October 15, 2020 | November 4, 2020 |

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.

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 Math Instructional Strategist 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.

Due to Covid-19, it will be taken into consideration that there is a need to modify normal practices until students return in person. During the time of Distance Learning and Hybrid Instruction, classroom observations will be conducted on Zoom. The goal of Administration is to get into classrooms on a daily basis, but no less than weekly basis. Through our classroom visits areas of schoolwide focus were identified which 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 with their colleagues through departments and/or grade levels. Leadership will 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 used 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 determined which IABs to use to further focus on 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. Beginning of the year ELA and Math STAR 360 tests this year will be conducted while the students are in Distance Learning. 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 who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist work directly with teachers to support instruction in Science as well as a Math Manager who supports teachers in math. Site Principals function as instructional leaders. Literacy ISPs have been hired by the District this year to address learning loss during Distance Learning. Struggling readers will be the primary focus groups.

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.

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. During the current pandemic, Distance Learning and Hybrid Learning instructional schedules have also been adapted to the current instructional minutes and guidelines created by the CDE.

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 further discuss and develop a plan for student success. They may possibly include additional psychoeducational testing to determine if students have additional unidentified needs. Struggling readers will also be provided intensive intervention by Literacy ISPs this year. 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 focused on this year. 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 instructional 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 the encouragement of becoming a parent volunteer. 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. Parents participating in ELAC provide feedback on concerns and ways to provide growth opportunities for English Learners.

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, 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)

We used categorical funds in a multitude of ways to ensure success for our underperforming students. We allocated funds to allow 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. We also allocated funds for an instructional assistants to assist in the ELD and AVID Excel classrooms. Additionally we utilized categorical funds to provide 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 2020-2021 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.

Regular teacher substitutes continued to be a challenge by not having adequate teacher subs to cover classroom teachers during their absence. 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.35% | 0.1% | 0.31% | 4 | 1 | 3 |
| African American | 3.18% | 1.9% | 1.15% | 36 | 20 | 11 |
| Asian | 1.94% | 1.8% | 1.36% | 22 | 19 | 13 |
| Filipino | 2.47% | 2.4% | 1.88% | 28 | 26 | 18 |
| Hispanic/Latino | 85.88% | 86.2% | 88.1% | 973 | 918 | 844 |
| Pacific Islander | 0.35% | 0.5% | 0.1% | 4 | 5 | 1 |
| White | 4.15% | 5.7% | 5.43% | 47 | 61 | 52 |
| Multiple/No Response | % | 0.0% | 1.67% | | 15 | 0 |
| Total Enrollment | | | | 1133 | 1065 | 958 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 6 | 391 | 300 | 271 |
| Grade 7 | 349 | 390 | 294 |
| Grade 8 | 393 | 375 | 393 |
| Total Enrollment | 1,133 | 1065 | 958 |

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 tours, incoming 6th graders and their families have the opportunity to see 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 230 | 199 | 166 | 20.3% | 18.7% | 17.3% |
| Fluent English Proficient (FEP) | 552 | 506 | 347 | 48.7% | 47.5% | 36.2% |
| Reclassified Fluent English Proficient (RFEP) | 332 | 344 | 45 | 29.3% | 32.3% | 22.6% |

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-TELS 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

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 352 | 390 | 296 | 351 | 387 | 293 | 351 | 387 | 293 | 99.7 | 99.2 | 99 |
| Grade 7 | 379 | 362 | 391 | 379 | 361 | 387 | 379 | 361 | 387 | 100 | 99.7 | 99 |
| Grade 8 | 378 | 385 | 370 | 374 | 384 | 370 | 374 | 384 | 370 | 98.9 | 99.7 | 100 |
| All Grades | 1109 | 1137 | 1057 | 1104 | 1132 | 1050 | 1104 | 1132 | 1050 | 99.5 | 99.6 | 99.3 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2456. | 2460. | 2468. | 4.84 | 5.17 | 5.80 | 16.81 | 17.31 | 19.11 | 24.50 | 26.87 | 29.69 | 53.85 | 50.65 | 45.39 |
| Grade 7 | 2474. | 2480. | 2488. | 1.85 | 3.32 | 5.43 | 18.73 | 22.71 | 24.03 | 27.70 | 22.99 | 24.03 | 51.72 | 50.97 | 46.51 |
| Grade 8 | 2513. | 2502. | 2512. | 6.68 | 2.34 | 7.30 | 22.19 | 22.40 | 23.51 | 29.14 | 31.51 | 24.86 | 41.98 | 43.75 | 44.32 |
| All Grades | N/A | N/A | N/A | 4.44 | 3.62 | 6.19 | 19.29 | 20.76 | 22.48 | 27.17 | 27.21 | 25.90 | 49.09 | 48.41 | 45.43 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 6.27 | 6.98 | 7.17 | 37.32 | 37.47 | 40.61 | 56.41 | 55.56 | 52.22 |
| Grade 7 | 7.65 | 9.14 | 9.30 | 41.95 | 36.29 | 37.98 | 50.40 | 54.57 | 52.71 |
| Grade 8 | 14.44 | 7.55 | 14.86 | 37.70 | 39.58 | 40.00 | 47.86 | 52.86 | 45.14 |
| All Grades | 9.51 | 7.86 | 10.67 | 39.04 | 37.81 | 39.43 | 51.45 | 54.33 | 49.90 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 7.98 | 6.98 | 5.46 | 32.76 | 37.21 | 48.81 | 59.26 | 55.81 | 45.73 |
| Grade 7 | 6.86 | 11.63 | 12.66 | 45.12 | 38.50 | 45.22 | 48.02 | 49.86 | 42.12 |
| Grade 8 | 12.30 | 5.47 | 11.62 | 43.32 | 49.22 | 45.41 | 44.39 | 45.31 | 42.97 |
| All Grades | 9.06 | 7.95 | 10.29 | 40.58 | 41.70 | 46.29 | 50.36 | 50.35 | 43.43 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 4.84 | 5.68 | 8.19 | 59.26 | 57.62 | 59.04 | 35.90 | 36.69 | 32.76 |
| Grade 7 | 4.22 | 3.60 | 7.75 | 54.09 | 55.68 | 58.14 | 41.69 | 40.72 | 34.11 |
| Grade 8 | 8.29 | 4.95 | 8.65 | 60.70 | 59.64 | 60.00 | 31.02 | 35.42 | 31.35 |
| All Grades | 5.80 | 4.77 | 8.19 | 57.97 | 57.69 | 59.05 | 36.23 | 37.54 | 32.76 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 9.69 | 16.02 | 11.60 | 43.30 | 42.12 | 49.49 | 47.01 | 41.86 | 38.91 |
| Grade 7 | 6.60 | 11.63 | 13.44 | 45.12 | 44.32 | 43.93 | 48.28 | 44.04 | 42.64 |
| Grade 8 | 13.64 | 11.72 | 14.59 | 45.19 | 49.48 | 43.51 | 41.18 | 38.80 | 41.89 |
| All Grades | 9.96 | 13.16 | 13.33 | 44.57 | 45.32 | 45.33 | 45.47 | 41.52 | 41.33 |

Conclusions based on this data:

Although schoolwide data in ELA shows an increase from 2017-2018 from 24.38 percent to 28.38 percent Met/Exceeded in 2018-2019, the Fremont staff recognizes that there is significant work to be done. The percentage of students at the Not Met level has decreased since 2016-17 with an increase in the mean scale score in all but one grade. The percentage of students below standard in each of the claims has also decreased with one grade level continuing to fluctuate. Although we have made some growth, the increases have not been significant in most areas. Cohort data at some grade levels reveal larger increases in growth; particularly grades 7 and 8. Effective strategies in these grade levels will be identified and shared. In looking at the reading claim, the percentage of students above standard has increased mostly in Gr. 8 since 2016-17. The focus moving forward is to continue this growth and expand on this foundation. This will include the use of the structured advisory and writing across the content areas to support reading comprehension and writing with evidence. In all of the claims, there is a large percentage of students at the Near Standard level. We have developed site goals to improve student achievement and growth in all areas (Consistent, standards-based teaching with high rigor and progress monitoring with common formative assessments). Lesson studies, collaboration between departments and grade levels, progress monitoring through IABs and STAR 360 will continue to be the focus for increased reading comprehension and writing across the content areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 352 | 390 | 296 | 350 | 387 | 293 | 350 | 387 | 293 | 99.4 | 99.2 | 99 |
| Grade 7 | 379 | 362 | 391 | 379 | 361 | 387 | 379 | 361 | 387 | 100 | 99.7 | 99 |
| Grade 8 | 378 | 385 | 369 | 373 | 384 | 369 | 373 | 384 | 369 | 98.7 | 99.7 | 100 |
| All Grades | 1109 | 1137 | 1056 | 1102 | 1132 | 1049 | 1102 | 1132 | 1049 | 99.4 | 99.6 | 99.3 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2434. | 2441. | 2435. | 2.86 | 3.10 | 3.07 | 9.14 | 10.08 | 4.44 | 23.43 | 25.84 | 29.35 | 64.57 | 60.98 | 63.14 |
| Grade 7 | 2458. | 2450. | 2451. | 3.17 | 2.22 | 5.17 | 8.18 | 8.59 | 10.34 | 28.23 | 26.32 | 21.71 | 60.42 | 62.88 | 62.79 |
| Grade 8 | 2482. | 2466. | 2474. | 10.46 | 5.47 | 6.78 | 10.19 | 6.51 | 10.84 | 16.09 | 22.66 | 20.60 | 63.27 | 65.36 | 61.79 |
| All Grades | N/A | N/A | N/A | 5.54 | 3.62 | 5.15 | 9.17 | 8.39 | 8.87 | 22.60 | 24.91 | 23.45 | 62.70 | 63.07 | 62.54 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 6.00 | 4.13 | 4.10 | 19.14 | 20.93 | 19.45 | 74.86 | 74.94 | 76.45 |
| Grade 7 | 5.80 | 5.54 | 6.72 | 24.80 | 23.82 | 20.93 | 69.39 | 70.64 | 72.35 |
| Grade 8 | 13.71 | 5.73 | 10.30 | 20.16 | 26.04 | 23.31 | 66.13 | 68.23 | 66.40 |
| All Grades | 8.54 | 5.12 | 7.24 | 21.44 | 23.59 | 21.35 | 70.03 | 71.29 | 71.40 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 3.43 | 5.17 | 4.10 | 26.29 | 38.24 | 36.52 | 70.29 | 56.59 | 59.39 |
| Grade 7 | 4.49 | 4.16 | 8.79 | 36.68 | 36.29 | 29.46 | 58.84 | 59.56 | 61.76 |
| Grade 8 | 10.22 | 5.99 | 7.86 | 32.26 | 39.58 | 29.81 | 57.53 | 54.43 | 62.33 |
| All Grades | 6.09 | 5.12 | 7.15 | 31.88 | 38.07 | 31.55 | 62.03 | 56.80 | 61.30 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 4.86 | 5.94 | 4.10 | 32.57 | 35.92 | 34.81 | 62.57 | 58.14 | 61.09 |
| Grade 7 | 4.22 | 4.16 | 5.17 | 47.49 | 47.92 | 48.06 | 48.28 | 47.92 | 46.77 |
| Grade 8 | 10.22 | 5.73 | 8.67 | 36.29 | 39.58 | 43.09 | 53.49 | 54.69 | 48.24 |
| All Grades | 6.45 | 5.30 | 6.10 | 38.96 | 40.99 | 42.61 | 54.59 | 53.71 | 51.29 |

Conclusions based on this data:

Schoolwide data for 2018-2019 shows minimal growth in mathematics from 2017-2018. The percentage of Met/Exceeded went from 12.01 percent Met/Exceeded in 2017-2018 to 14.02 % in 2018-2019. This was a slight increase of 2 %. Grades 7 and 8 showed the most gains in Met/Exceeded. Gr. 7 went from 11% Met/Exceeded to 15% Met/Exceeded in 2018-2019. Grade 8 showed the most gains from 12% in 2017-2018 to 18% Met/Exceeded in 2018-2019, a 6 percent gain. Grade 6 showed a significant decline from 13% Met/Exceeded to 7% Met/Exceeded in 2018-2019, a loss of 6 percent overall in Grade 6. In 2019-2020 the goal will be to move 10% schoolwide from the Not Met. All grades demonstrate a need to focus on concepts and procedures with the most number of students in the Not Met standard for this claim. This claim will be targeted through lesson studies with the assistance of the district instructional strategist to build strong, rigorous lessons designed to target the initial lesson delivery. The ISP will also work with Grade 6 to target fundamental skills and to build on the communicating reasoning claim. 6th grade math teachers are also using the advisory time to team and focus on ability levels. Through the increased use of IABs and STAR 360 Math, teachers will be able to closely monitor student progress and determine next steps to build on those skills lacking targeting the SBAC.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 6 | | 1510.0 | | 1504.6 | | 1515.0 | | 50 |
| Grade 7 | | 1524.3 | | 1515.1 | | 1532.9 | | 39 |
| Grade 8 | | 1531.8 | | 1523.8 | | 1539.3 | | 56 |
| All Grades | | | | | | | | 145 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 2.00 | | 44.00 | | 40.00 | | 14.00 | | 50 |
| 7 | | 2.56 | | 41.03 | | 53.85 | | 2.56 | | 39 |
| 8 | | 14.29 | | 28.57 | | 39.29 | | 17.86 | | 56 |
| All Grades | | 6.90 | | 37.24 | | 43.45 | | 12.41 | | 145 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 24.00 | | 46.00 | | 24.00 | | 6.00 | | 50 |
| 7 | | 17.95 | | 48.72 | | 28.21 | | 5.13 | | 39 |
| 8 | | 28.57 | | 25.00 | | 28.57 | | 17.86 | | 56 |
| All Grades | | 24.14 | | 38.62 | | 26.90 | | 10.34 | | 145 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 0.00 | | 12.00 | | 60.00 | | 28.00 | | 50 |
| 7 | | 0.00 | | 20.51 | | 64.10 | | 15.38 | | 39 |
| 8 | | 5.36 | | 23.21 | | 46.43 | | 25.00 | | 56 |
| All Grades | | 2.07 | | 18.62 | | 55.86 | | 23.45 | | 145 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 8.00 | | 70.00 | | 22.00 | | 50 |
| 7 | | 10.26 | | 56.41 | | 33.33 | | 39 |
| 8 | | 10.71 | | 57.14 | | 32.14 | | 56 |
| All | | 9.66 | | 61.38 | | 28.97 | | 145 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 40.00 | | 48.00 | | 12.00 | | 50 |
| 7 | | 43.59 | | 56.41 | | 0.00 | | 39 |
| 8 | | 44.64 | | 42.86 | | 12.50 | | 56 |
| All Grades | | 42.76 | | 48.28 | | 8.97 | | 145 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 0.00 | | 26.00 | | 74.00 | | 50 |
| 7 | | 0.00 | | 46.15 | | 53.85 | | 39 |
| 8 | | 10.71 | | 41.07 | | 48.21 | | 56 |
| All Grades | | 4.14 | | 37.24 | | 58.62 | | 145 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 26.00 | | 68.00 | | 6.00 | | 50 |
| 7 | | 5.13 | | 94.87 | | 0.00 | | 39 |
| 8 | | 1.79 | | 91.07 | | 7.14 | | 56 |
| All Grades | | 11.03 | | 84.14 | | 4.83 | | 145 |

Conclusions based on this data:

According to the 2018-2019 ELPAC data, the largest percentage of EL performed in Level 2 for Overall Language followed by 37.24% at Level 3. In Oral Language, 65.52 % were at Level 2 and 3, and 24.14% at Level 4. This shows that most EL students have strong oral language skills. For Written Language, most EL students were at Level 2 with 55.86%. This shows that this is the area to develop and improve on with targeted strategies in writing. In the Listening Domain, 61.38% were Somewhat/Moderately Developed. In the Speaking Domain, 48.28% were Somewhat/Moderately Developed and 42.7% were in Well Developed. This shows that this is a strength for our EL students. They have strong oral language skills. In the Reading Domain, 58.62% were at the Beginning level which

shows that many of our EL students struggle with their reading skills. 37.24 % were at the Somewhat/Moderately Developed level. In the Writing Domain, 84.14% were Somewhat/Moderately Developed. The current ELPAC test scores show that our EL students need further development in their reading skills. This will be an area of focus.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1065 | 73.1 | 18.7 | 0.3 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 199 | 18.7 |
| Foster Youth | 3 | 0.3 |
| Homeless | 11 | 1.0 |
| Socioeconomically Disadvantaged | 778 | 73.1 |
| Students with Disabilities | 150 | 14.1 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 20 | 1.9 |
| American Indian | 1 | 0.1 |
| Asian | 19 | 1.8 |
| Filipino | 26 | 2.4 |
| Hispanic | 918 | 86.2 |
| Two or More Races | 15 | 1.4 |
| Pacific Islander | 5 | 0.5 |
| White | 61 | 5.7 |





Conclusions based on this data:

In 2018-2019 the largest subgroups in Fremont's student demographics are Socioeconomically disadvantaged, English Learners, and Students with Disabilities. Additionally the largest subgroup based on ethnicity was the Hispanic subgroup with 86.2% total population in the 2018-2019 school year. For the 2020-2021 school year, Fremont will focus on both designated and integrated ELD for English Learners throughout the school day and provide collaboration time for the ELD team to analyze EL data and progress monitor throughout the school year using STAR 360 and IAB data. Progress monitoring will occur during collaboration days and PLCs to focus on the progress of our SED, SWD, African American and Hispanic subgroups in order to identify underperforming students and develop targeted, intensive intervention for students not meeting grade level standards.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|--|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Orange</p> | <p data-bbox="1177 426 1388 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Green</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="305 703 360 730">Red</p> | | |

Conclusions based on this data:

The 2018-2019 Dashboard data shows all students performing in Yellow in ELA which is an improvement from Orange in 2017-2018. All students are performing in Red in Math and this is not an improvement from 2017-2018. Reading comprehension and writing across content areas will continue to be the focus claims to increase student performance in ELA. Math teachers will continue to work with the District Instructional Strategist in math to progress monitor student performance and to build strong math lessons to build on rigor and strong first instructional lessons. The math department will continue their focus around the mathematical mindset concept and using collaboration days and PLCs to analyze data on IABs and building common formative assessments. Chronic Absenteeism 2018 - 2019 data shows a performance indicator in orange and continues to be a focus in the 2020-2021 school year. Home visits, attendance incentives, as well as attendance monitoring through the attendance process will be strategies to decrease the chronic absenteeism rate. The Suspension Rate continues to decrease with a performance indicator of Green. This is an increased area of performance from Yellow in the 2017-2018 school year. This will be a continued goal in 2020-2021 to decrease the suspension rate through Saturday School and other means of correction when applicable.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  Yellow 58.8 points below standard Increased ++9.7 points 1021 | <p>English Learners</p>  Red 96.6 points below standard Maintained ++1.5 points 416 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |
| <p>Homeless</p>  No Performance Color 113.8 points below standard Declined Significantly -16.1 points 15 | <p>Socioeconomically Disadvantaged</p>  Orange 70.2 points below standard Increased ++8.2 points 761 | <p>Students with Disabilities</p>  Orange 151.1 points below standard Increased ++6.8 points 157 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|---|
|  No Performance Color 66.2 points below standard Maintained ++2.2 points 18 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 43.2 points above standard Increased Significantly ++38 points 18 |  No Performance Color 63 points above standard Increased Significantly ++44 points 24 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 68.6 points below standard Increased ++7.5 points 882 |  No Performance Color 14.9 points below standard Declined Significantly -27.7 points 15 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  Yellow 10.9 points below standard Increased ++11.7 points 58 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 133.5 points below standard Increased ++8.3 points 140 | 77.9 points below standard Declined -4.7 points 276 | 42.2 points below standard Increased ++10 points 483 |

Conclusions based on this data:

According to the 2018-2019 dashboard data the SED, Students with Disabilities, Hispanic, Filipino, White, and Asian subgroups increased in English Language Arts. The African American and EL subgroup maintained. The Hispanic group (882) increased to Yellow and SED (761) increased and moved from Red to Orange. Although the EL subgroup maintained, they remain in Red. Current EL students increased, while RFEP students declined in ELA. These underperforming subgroups will be closely monitored through data analysis in PLCs by reviewing STAR 360 reports and IABs and targeting specific students for intervention. In the 2020-2021 school year, Literacy ISPs will be utilized to target the lowest performing students in reading to provide direct and intensive intervention.

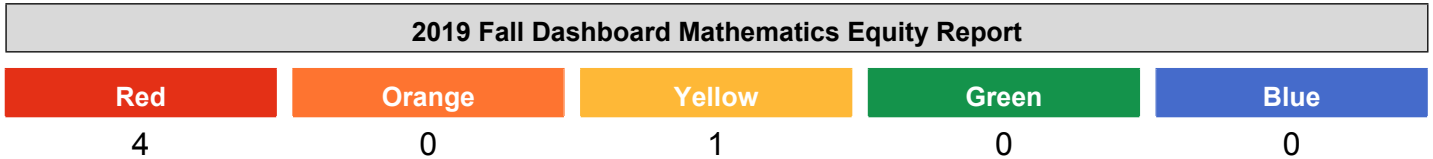
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  Red 113.6 points below standard Maintained ++1 points 1020 | <p>English Learners</p>  Red 148.9 points below standard Maintained -1.4 points 416 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |
| <p>Homeless</p>  No Performance Color 169.9 points below standard Declined -11.9 points 15 | <p>Socioeconomically Disadvantaged</p>  Red 126.5 points below standard Maintained ++0.7 points 760 | <p>Students with Disabilities</p>  Red 215.2 points below standard Declined -6.3 points 157 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|--|---|
|  No Performance Color 139.9 points below standard Declined Significantly -19.2 points 18 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 26.9 points above standard Increased Significantly ++51.9 points 18 |  No Performance Color 15.7 points above standard Increased Significantly ++32.1 points 24 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Red 125.3 points below standard Maintained -1.6 points 881 |  No Performance Color 73.9 points below standard Declined Significantly -41.3 points 15 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  Yellow 50.4 points below standard Increased ++5.9 points 58 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|---|
| 186.5 points below standard Increased ++6.8 points 140 | 129.9 points below standard Declined -8.5 points 276 | 99.8 points below standard Declined -4.4 points 482 |

Conclusions based on this data:

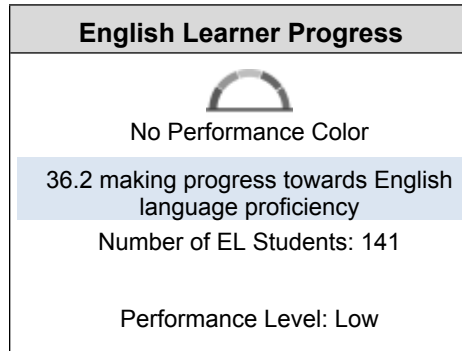
2018-2019 dashboard data showed all students performing in red in mathematics. Mathematics continues to be a schoolwide focus for 2020-2021. All major subgroups - SED, Hispanic, and SWD performed in red. These subgroups along with our ELs continue to be the target groups in data analysis. The African American subgroup although a small number (11) continue to be monitored closely in 2020-2021 through 1:1 student conferences and communication with parents. Interventions are provided for all subgroups as target students are identified for additional support through tutoring or intervention with the ISP and intersessions.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 31.2 | 32.6 | 1.4 | 34.7 |

Conclusions based on this data:

Based on 2019 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Fremont teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using the district-adopted curriculum materials English 3-D. 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. According to the 2018-2019 dashboard data English Learners continue to be mostly at the Level 3 development level. AVID Excel classes are now offered at each grade level in the 2020-2021 school year. Students were hand selected and interviewed for the AVID Excel classes to provide necessary skills for Level 3 L-TEs to increase and move into Level 4.

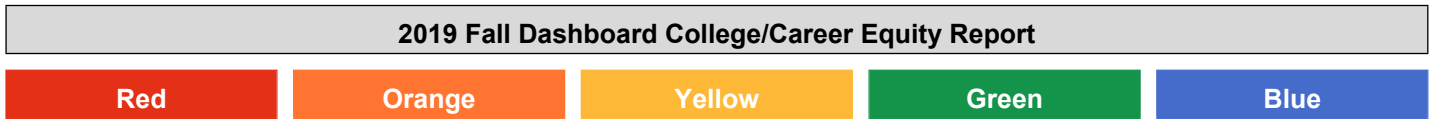
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

Non Applicable

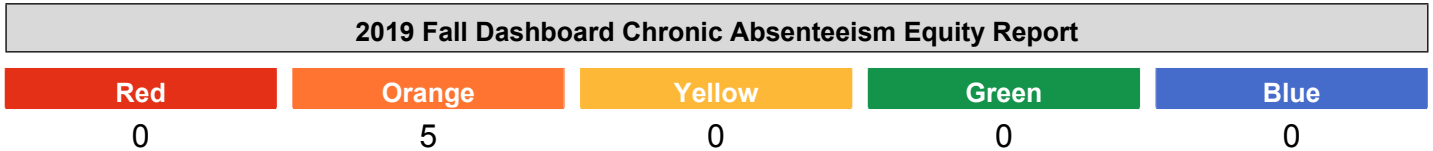
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  Orange 10.1 Increased +0.6 1091 | <p>English Learners</p>  Orange 10 Increased +0.5 209 | <p>Foster Youth</p>  No Performance Color 27.3 11 |
| <p>Homeless</p>  No Performance Color 22.2 Declined -11.1 18 | <p>Socioeconomically Disadvantaged</p>  Orange 11.4 Increased +0.5 814 | <p>Students with Disabilities</p>  Orange 17.7 Increased +2.5 164 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color 13.6 Increased +2.5 22 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Declined -4.5 20 |  No Performance Color 3.8 Increased +3.8 26 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 10.2 Maintained +0.4 937 |  No Performance Color 11.8 Increased +1.2 17 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  Orange 12.7 Increased +2.3 63 |

Conclusions based on this data:

According to the 2018-2019 dashboard data all students showed an increase in chronic absenteeism. ELs and Hispanic subgroups have the lowest rate of chronic absenteeism but are still in Orange. The goal is still to move them into Green through home visits and the attendance process and SARB when necessary. All subgroups are in Orange and will continue to be closely monitored in 2020-2021 through attendance reports and home visits by the ORC and administration. This continues to be a metric of focus schoolwide, The goal is a 96% positive attendance rate. Through attendance incentives, SSTs, SARB, and phone calls, the goal will be move all subgroups and schoolwide performance to Green.

School and Student Performance Data

Academic Engagement Graduation Rate

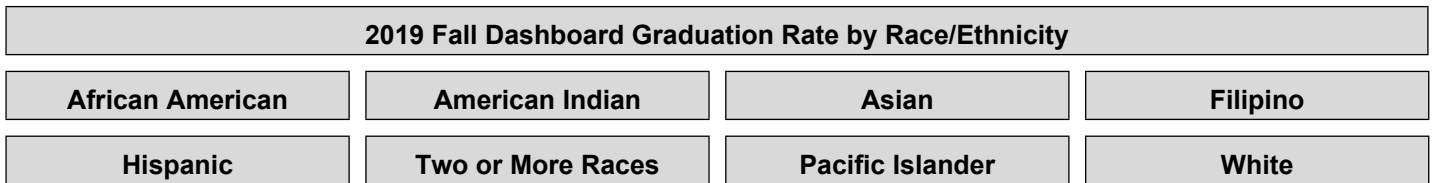
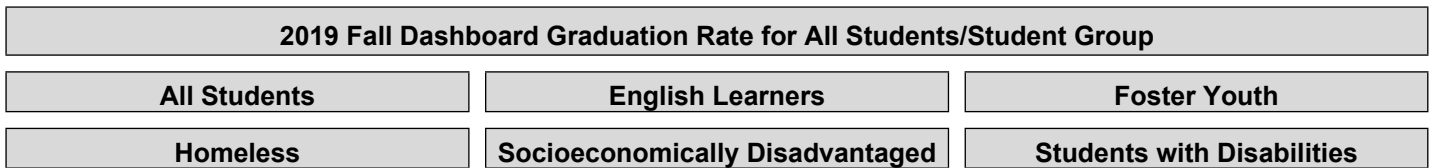
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

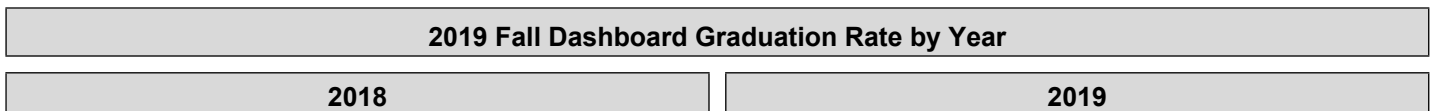
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

Non-Applicable

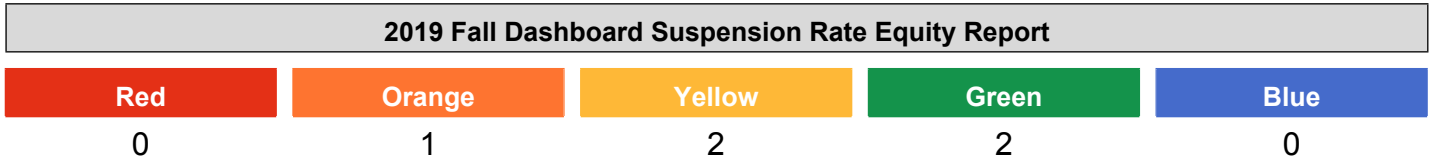
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p>  <p>Green</p> <p>7.7</p> <p>Declined -2.3</p> <p>1112</p> | <p>English Learners</p>  <p>Green</p> <p>7.9</p> <p>Declined -1.5</p> <p>216</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>27.3</p> <p>11</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>10.5</p> <p>Declined -11.7</p> <p>19</p> | <p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>8.6</p> <p>Declined Significantly -3.6</p> <p>830</p> | <p>Students with Disabilities</p>  <p>Yellow</p> <p>10.3</p> <p>Declined Significantly -5.4</p> <p>165</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color 22.7 Declined -2.3 22 |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color 5 Increased +5 20 |  No Performance Color 0 Maintained 0 26 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 7.8 Declined -2.4 957 |  No Performance Color 0 Declined -15 17 |  No Performance Color Less than 11 Students - Data 5 |  Orange 7.8 Increased +1.7 64 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 10.1 | 7.7 |

Conclusions based on this data:

According to the 2018-2019 dashboard data, overall all students declined in the suspension rate from 2017-2018 except for an increase in Asian and White suspensions. As a schoolwide focus, the PBIS team will facilitate activities and work with students who frequently have behavior concerns. The PBIS team will also provide strategies and recommendations for staff to decrease the suspension rate and to focus on stronger staff-student relationships. Saturday School and other means of corrections will also be used when applicable to decrease the overall suspension rate. Positive incentives such as Praise Notes and Fun Fridays will be utilized to model expectations and increase positivity schoolwide.

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 academic standards 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 8% for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 8% |
| 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 8% for All Students. Decrease the percentage of Nearly Met by 8% Decrease the percentage of Not Met by 8% |
| STAR 360 Reading 2019-2020 Baseline Data | 50.9% of all students in Grades 6-8 are below the 25th percentile | Decrease percentage of students below 25th percentile by 8% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|---|
| STAR 360 Math 2019-2020 Baseline Data | 57.8% of all students in Grades 6-8 are below the 25th percentile | Decrease percentage of student below 25th percentile by 8%. |
| CELDT / ELPAC / Reclassification Due to a change in assessments from CELDT to ELPAC, this metric will be measured through Reclassification data. | In the 2018-2019 school year, 42 total EL students were reclassified (21%). | Increase Reclassification percentage by 5%. |

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) |
|-----------|--|
| 10,000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Sub Costs |
| 17,050 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Sub 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

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)

Source(s)

9,000

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Extra Duty - 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)

618

Discretionary
1000-1999: Certificated Personnel Salaries
Sub costs

10,000

LCFF - Intervention
1000-1999: Certificated Personnel Salaries

| | |
|------|--|
| | See Goal 1, Strategy 1 |
| 7708 | Title I 2000-2999: Classified Personnel Salaries Instructional Assistants - 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.

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) |
|-----------|---|
| 0 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries See Goal 1, Strategy 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) |
|-----------|---|
| 0 | District Funded 5000-5999: Services And Other Operating Expenditures AR Program |
| 0 | Centralized Services 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) |
|-----------|---|
| 0 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries See Goal 1, Strategy 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) | Source(s) |
|-----------|--|
| 24,377 | Title I 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) | Source(s) |
|-----------|--|
| 5382 | Title III 1000-1999: Certificated Personnel Salaries Professional development |
| 1717 | Discretionary 5800: Professional/Consulting Services And Operating Expenditures Conference Costs - Certificated |

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)

0

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)

8000

Source(s)

LCFF - Intervention

4000-4999: Books And Supplies

AVID materials and supplies

8834

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 through staff professional developments, attendance at conferences, SIP days, and collaboration days.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 0 | Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference costs |
| 5000 | 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., Google Classrooms, coding, etc.) and various learning applications to facilitate technology-based classroom environments and the IO Education data management 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) |
|-----------|---|
| 0 | Centralized Services 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. E-binders will be utilized to support organization which are checked on a weekly

basis. Leadership Team decided along with classroom teacher input that agendas would not be a useful tool in the Distance or Hybrid 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) |
|-----------|--|
| 15000 | LCFF - Intervention 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.

All Students

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 |
| 0 | District Funded 2000-2999: Classified Personnel Salaries After School Program - staff |
| 1423 | Discretionary 2000-2999: Classified Personnel Salaries Instructional assistant - extra help |

15,000

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 - Targeted
4000-4999: Books And Supplies
Academic Incentives

0

Centralized Services
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)

0

Centralized Services
1000-1999: Certificated Personnel Salaries
Certificated Salaries - Counselors

2500

Discretionary
2000-2999: Classified 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)

0

Source(s)

Centralized Services
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)

5000

Source(s)

LCFF - Intervention
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 virtual 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)

Discretionary
5000-5999: Services And Other Operating Expenditures

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 virtually if students have not returned to 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)

0

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) |
|-----------|---|
| 0 | Title I 1000-1999: Certificated Personnel Salaries See Goal 1, Strategy 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) |
|-----------|---|
| 2354 | Title III 1000-1999: Certificated Personnel Salaries Extra duty- 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 team members 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) | Source(s) |
|-----------|--|
| 2000 | Title III 2000-2999: Classified Personnel Salaries Classified extra duty |

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.

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.

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 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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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 | A total of 86 students were suspended during the 2018-2019 school year (suspension rate = 8.18%) | Decrease the total number of students suspended during the 2019-2020 school year to 75 (suspension rate = 7 %) |
| California Healthy Kids Survey | Spring 2019 results from our Healthy Kids Survey taken by 7th grade students indicated that we had growth and were below the Oxnard School District average in the areas of School Connectedness, no growth and at or above OSD in high expectations, and had growth and were at or above OSD in meaningful participation. | Make growth and be at or above the OSD average in the areas of School Connectedness and High Expectations. |
| Attendance Data | Fremont Academy's 2018-2019 Average Daily Attendance Rate was 95.45%. | Increase Fremont Academy's Average Daily Attendance Rate to 96% in 2019-2020. |
| Panorama Survey Data | 2020-2021 Fall data will be available within 2 weeks. | Increase student connectedness and use the data to create student groups for SEL needs. |

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 - Targeted
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

Implement TUPE curriculum ((MSPP and Project Alert) through science classes to improve student knowledge of safe 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)

0

Source(s)

TUPE
MSPP and Project ALERT 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.

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Extra Hours - PBIS Committee/Certificated 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

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)

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

Provide attendance incentives to encourage daily and timely attendance by all students to attend all classes, especially during the Distance and Hybrid Learning platforms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
Attendance 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

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)

Source(s)

0

Centralized Services

1000

Discretionary
2000-2999: Classified Personnel Salaries
Extra hours - Campus supervisors

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 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) |
|-----------|---|
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Counselor (see goal 1, action 16) |
| 1500 | Discretionary 2000-2999: Classified Personnel Salaries ORC to conduct home visits and provide resources to students and families |

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

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) |
|-----------|---|
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff |

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 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)

0

Centralized Services
1000-1999: Certificated Personnel Salaries
Counselor (see goal 1, action 16)

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, 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 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

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)

| | |
|---|---|
| 0 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Extra Hours - Certificated Staff |
| | Counselor (see goal 1, action 16) |

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 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) |
|-----------|---|
| 0 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff |
| 1000 | Title I 1000-1999: Certificated Personnel Salaries Extra Hours - WEB Coordinators |

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 expectations through monthly character trait awards, weekly praise notes, and teacher specific weekly awards recognized virtually and when students return to 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) | Source(s) |
|-----------|--|
| 1488 | LCFF - Targeted 4000-4999: Books And Supplies Character 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 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 virtually for 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) |
|-----------|---|
| 8572.47 | Title I 1000-1999: Certificated Personnel Salaries Extra hours - Certificated staff |
| 1000 | LCFF - Targeted 4000-4999: Books And Supplies Supplemental materials |

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

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 | Discretionary 2000-2999: Classified Personnel Salaries Clerical substitutes, Extra Help, and Overtime |
| 528 | Discretionary 2000-2999: Classified Personnel Salaries Custodial Extra Help |
| 663 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Clerical extra help and overtime |

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

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 | Discretionary 5000-5999: Services And Other Operating Expenditures 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.

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: 2019-20

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 classes either on Zoom in Distance Learning or in class in the Hybrid Schedule. The PBIS system in place has been working effectively to decrease office referrals. We are continuing to improve on our current practices to continue 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 | No data available | 2019-2020 will be baseline 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

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)

0

Source(s)

LCFF - Intervention

Counselor - 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 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 students return 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)

0

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

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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)

LCFF - Intervention
4000-4999: Books And Supplies
Supplies

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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
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)

Source(s)

3982

Discretionary
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)

Source(s)

5000

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Extra Hours - Certificated Staff

3519

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, and CHKS parents 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 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)

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)

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
Counselor - 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.

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)

4878.53

Title I
4000-4999: Books And Supplies

| | |
|------|--|
| | Supplies for Parent Involvement |
| 4252 | Title I 2000-2999: Classified Personnel Salaries ORC Extra Hours |

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.

Amount(s)

Source(s)

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.

Amount(s)

Source(s)

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.

Amount(s)

Source(s)

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: 2019-20

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 even through Distance Learning and a Hybrid Schedule. 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 accommodating 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. Plans to increase parent response to the CHKS include targeted times during ELAC, SSC, and Coffee with the Principal. 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.

The changes are that the use of the CHKS survey for parents will be used as a metric for parents to give feedback. We are also 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 students return full time on campus.

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 | \$105,420 |
| 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 | \$282,013.00 |

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 | \$78,898.00 |
| Title III | \$9,736.00 |

Subtotal of additional federal funds included for this school: **\$88,634.00**

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 (\$) |
|-------------------------|--------------|
| | \$0.00 |
| Centralized Services | \$0.00 |
| Discretionary | \$60,659.00 |
| District Funded | \$0.00 |
| LCFF - Intervention | \$126,569.00 |
| LCFF - Targeted | \$6,151.00 |
| TUPE | \$0.00 |

Subtotal of state or local funds included for this school: **\$193,379.00**

Total of federal, state, and/or local funds for this school: **\$282,013.00**

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 |
|---------------------|---------|---------|
| Discretionary | 60,659 | 0.00 |
| Title I | 78,898 | 0.00 |
| Title III | 9,736 | 0.00 |
| LCFF - Targeted | 6,151 | 0.00 |
| LCFF - Intervention | 126,569 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------|------------|
| | 0.00 |
| Centralized Services | 0.00 |
| Discretionary | 60,659.00 |
| District Funded | 0.00 |
| LCFF - Intervention | 126,569.00 |
| LCFF - Targeted | 6,151.00 |
| Title I | 78,898.00 |
| Title III | 9,736.00 |
| TUPE | 0.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------------|--------|
| | | 0.00 |
| | Centralized Services | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Centralized Services | 0.00 |
| 2000-2999: Classified Personnel Salaries | Centralized Services | 0.00 |

| | | |
|---|----------------------|-----------|
| 5000-5999: Services And Other Operating Expenditures | Centralized Services | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Discretionary | 4,600.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 23,267.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 31,075.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Discretionary | 1,717.00 |
| | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 0.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | District Funded | 0.00 |
| | LCFF - Intervention | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 94,050.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Intervention | 3,519.00 |
| 4000-4999: Books And Supplies | LCFF - Intervention | 29,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 0.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 663.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 5,488.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 9,572.47 |
| 2000-2999: Classified Personnel Salaries | Title I | 54,447.00 |
| 4000-4999: Books And Supplies | Title I | 9,878.53 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 5,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 7,736.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 2,000.00 |
| | TUPE | 0.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 178,263.00 |
| Goal 2 | 64,842.47 |
| Goal 3 | 38,907.53 |

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 |
|------------------------------|----------------------------|
| Chantal Anderson Witherspoon | Principal |
| Arturo Burciaga | Other School Staff |
| Samuel Reveles - Secretary | Classroom Teacher |
| Dennis Smathers | Classroom Teacher |
| Viriana Rodriguez | Classroom Teacher |
| Angie Padilla | Classroom Teacher |
| Wilburn Ray - Chairperson | Parent or Community Member |
| Lisa Postas | Parent or Community Member |
| Javier Jimenez | Parent or Community Member |
| Andrew Maria | Secondary Student |
| Marlyn Morales | Secondary Student |
| Jaymee Sardona | 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 10-15-20.

Attested:

| | |
|---|---|
|  | Principal, Chantal Anderson Witherspoon on 10-15-20 |
|  | SSC Chairperson, Wilburn Ray on 10-15-20 |

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: **2020-21**



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 |
|------------------------------------|-----------------------------------|--|---------------------------|
| Norma Harrington Elementary School | 56725386055297 | 10/7/2020 | 11/4/2020 |

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 provide 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. At this time we are doing Distance Learning, however once we go back to having students on campus, teachers would resume with the banking of minutes. For now we are following the district schedules which do include planning and collaboration time. 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 Learners and Special Education students. Last year, Harrington staff began foundational work in common core standard alignment to instruction, biliteracy unit implementation, and SBAC skill development. 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 for the work done last year, this year we intend to deepen our understanding of the NGSS and Social Studies and link them to our English Language Arts and Math standards. This process is utilized with the implementation of the biliteracy units. As our biliteracy program progresses through the grade levels, it is important that teachers in grades 2nd through 5th prepare for this unit design and format. As our staff continues work with the Common Core standards, it is our goal this year to improve and increase the overall rigor of our instructional program, while providing a common language with the 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 above average 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 a more focused and targeted approach to professional development of the writing standards across content will be established. 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, Intervention Support Provider and the site instructional leader will use both standard based formative and summative assessments to modify and adapt instructions 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 and teachers make informed instructional decisions.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers, Intervention Support Provider, and site instructional leader will review monthly STAR reading and math data to improve 1st instruction in grades kinder through 5th grade. 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 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. All staff development is provided based on the current needs of our students and the professional needs of our staff. Staff is a huge 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 who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. A DLI (Dual Language Immersion) Director works directly with teachers to support biliteracy instruction.

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, teachers are subbed out as grade levels for additional collaboration when subs are available. At this time we are using the Distance Learning Schedule to allow teachers to plan and collaborate.

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. Teacher collaborate together as a grade level to maintain an appropriate pace in order to provide the necessary intervention.

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:

- Intervention Support Provider
- Differentiated Instruction across English Language Arts and Math
- Instructional Assistants in kinder for 1.5 hours
- Instructional aids such as CORE 5 and IXL to provide extra intervention and enrichment support so that teachers are able to provide differentiation

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 sometimes present workshops in order 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 top priority and we understand the importance of it as it pertains to the overall academic achievement of our students. Therefore, we provide food and prizes for parents who attend any of our meetings. Additionally, our Outreach Consultant and Counselor make themselves available to our families in the case in which families need any social-emotional support, assistance with basic needs for their students, and additionally we ensure to 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 collaborated with district leadership 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, TBE, Biliteracy, and SDC.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | % | 0% | | | 0 |
| African American | 0.17% | % | 0.35% | 1 | | 2 |
| Asian | 0.67% | % | 0.35% | 4 | | 5 |
| Filipino | 0.84% | % | 0.53% | 5 | | 5 |
| Hispanic/Latino | 95.63% | % | 95.76% | 569 | | 562 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 2.18% | % | 2.65% | 13 | | 13 |
| Multiple/No Response | % | % | 0.35% | | | 0 |
| Total Enrollment | | | | 595 | | 585 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 112 | | 98 |
| Grade 1 | 117 | | 90 |
| Grade 2 | 90 | | 78 |
| Grade3 | 87 | | 96 |
| Grade 4 | 95 | | 94 |
| Grade 5 | 94 | | 84 |
| Total Enrollment | 595 | | 584 |

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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 405 | | | 0.69% |
| Fluent English Proficient (FEP) | | | 47 | | | 11.3% |
| Reclassified Fluent English Proficient (RFEP) | | | 48 | | | 13.8% |

Conclusions based on this data:

Last year, we were able to reclassify 25 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 more intentional last year in providing students with the skills necessary to be more successful on the ELPAC and more intentional with reading first instruction for our English Learners. Students did not take the ELPAC in 2019-2020 due to COVID19. Therefore we will not have new data, but we will continue to work with the students to reclassify them.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 94 | 85 | 94 | 94 | 85 | 94 | 94 | 85 | 94 | 100 | 100 | 100 |
| Grade 4 | 95 | 98 | 83 | 94 | 98 | 83 | 94 | 98 | 83 | 98.9 | 100 | 100 |
| Grade 5 | 97 | 90 | 97 | 97 | 89 | 97 | 97 | 89 | 97 | 100 | 98.9 | 100 |
| All Grades | 286 | 273 | 274 | 285 | 272 | 274 | 285 | 272 | 274 | 99.7 | 99.6 | 100 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2364. | 2351. | 2387. | 7.45 | 7.06 | 8.51 | 11.70 | 10.59 | 15.96 | 27.66 | 22.35 | 34.04 | 53.19 | 60.00 | 41.49 |
| Grade 4 | 2395. | 2418. | 2429. | 5.32 | 4.08 | 12.05 | 13.83 | 27.55 | 18.07 | 22.34 | 22.45 | 26.51 | 58.51 | 45.92 | 43.37 |
| Grade 5 | 2424. | 2440. | 2465. | 3.09 | 3.37 | 11.34 | 17.53 | 17.98 | 24.74 | 16.49 | 23.60 | 23.71 | 62.89 | 55.06 | 40.21 |
| All Grades | N/A | N/A | N/A | 5.26 | 4.78 | 10.58 | 14.39 | 19.12 | 19.71 | 22.11 | 22.79 | 28.10 | 58.25 | 53.31 | 41.61 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 3 | 9.57 | 4.71 | 13.83 | 36.17 | 35.29 | 50.00 | 54.26 | 60.00 | 36.17 | |
| Grade 4 | 8.60 | 6.12 | 10.84 | 37.63 | 51.02 | 39.76 | 53.76 | 42.86 | 49.40 | |
| Grade 5 | 6.19 | 11.24 | 17.53 | 41.24 | 32.58 | 43.30 | 52.58 | 56.18 | 39.18 | |
| All Grades | 8.10 | 7.35 | 14.23 | 38.38 | 40.07 | 44.53 | 53.52 | 52.57 | 41.24 | |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 9.57 | 3.53 | 8.51 | 34.04 | 34.12 | 50.00 | 56.38 | 62.35 | 41.49 |
| Grade 4 | 6.45 | 9.18 | 7.32 | 38.71 | 43.88 | 58.54 | 54.84 | 46.94 | 34.15 |
| Grade 5 | 5.15 | 7.87 | 18.56 | 37.11 | 39.33 | 51.55 | 57.73 | 52.81 | 29.90 |
| All Grades | 7.04 | 6.99 | 11.72 | 36.62 | 39.34 | 53.11 | 56.34 | 53.68 | 35.16 |

| Listening | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating effective communication skills | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 10.64 | 7.06 | 11.70 | 47.87 | 49.41 | 62.77 | 41.49 | 43.53 | 25.53 |
| Grade 4 | 2.15 | 5.10 | 13.25 | 50.54 | 65.31 | 63.86 | 47.31 | 29.59 | 22.89 |
| Grade 5 | 8.25 | 3.37 | 8.25 | 55.67 | 50.56 | 56.70 | 36.08 | 46.07 | 35.05 |
| All Grades | 7.04 | 5.15 | 10.95 | 51.41 | 55.51 | 60.95 | 41.55 | 39.34 | 28.10 |

| Research/Inquiry | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Investigating, analyzing, and presenting information | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.26 | 11.76 | 6.38 | 45.74 | 38.82 | 56.38 | 50.00 | 49.41 | 37.23 |
| Grade 4 | 8.60 | 9.18 | 15.66 | 52.69 | 57.14 | 46.99 | 38.71 | 33.67 | 37.35 |
| Grade 5 | 8.25 | 10.11 | 15.46 | 40.21 | 44.94 | 50.52 | 51.55 | 44.94 | 34.02 |
| All Grades | 7.04 | 10.29 | 12.41 | 46.13 | 47.43 | 51.46 | 46.83 | 42.28 | 36.13 |

Conclusions based on this data:

We saw an increase in growth from band to band. Our number of students not meeting standard decreased significantly across 3rd through 5th grades. 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 move them across the bands with the goal of reaching met standard. As we stated previously, our need for professional development in writing instruction is a top priority as our students continue to struggle the most with the writing domain. Although we will still focus on all other domains, the teachers and instructional site leader believe that with a more systematic school wide focus on writing and rigor, we will improve in all content areas and standards. We are aware that although we made positive growth last year, we still have a significant amount of students not making significant growth. As a site, we will look at those students and review our instructional program to better meet the needs of these students. Overall, our students performed the highest in the domain of Listening. This is not surprising as teachers focused more last year on reading out loud to students as requiring students to extend their learning from what they learned.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 94 | 85 | 94 | 94 | 85 | 94 | 94 | 85 | 94 | 100 | 100 | 100 |
| Grade 4 | 95 | 98 | 83 | 93 | 98 | 82 | 93 | 98 | 82 | 97.9 | 100 | 98.8 |
| Grade 5 | 97 | 90 | 97 | 97 | 89 | 97 | 97 | 89 | 97 | 100 | 98.9 | 100 |
| All Grades | 286 | 273 | 274 | 284 | 272 | 273 | 284 | 272 | 273 | 99.3 | 99.6 | 99.6 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2387. | 2365. | 2394. | 7.45 | 3.53 | 4.26 | 17.02 | 12.94 | 19.15 | 30.85 | 21.18 | 40.43 | 44.68 | 62.35 | 36.17 |
| Grade 4 | 2416. | 2427. | 2425. | 2.15 | 4.08 | 8.54 | 18.28 | 22.45 | 17.07 | 29.03 | 34.69 | 37.80 | 50.54 | 38.78 | 36.59 |
| Grade 5 | 2420. | 2430. | 2465. | 0.00 | 1.12 | 18.56 | 4.12 | 6.74 | 17.53 | 22.68 | 21.35 | 18.56 | 73.20 | 70.79 | 45.36 |
| All Grades | N/A | N/A | N/A | 3.17 | 2.94 | 10.62 | 13.03 | 14.34 | 17.95 | 27.46 | 26.10 | 31.87 | 56.34 | 56.62 | 39.56 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 13.83 | 7.06 | 8.51 | 32.98 | 29.41 | 40.43 | 53.19 | 63.53 | 51.06 |
| Grade 4 | 9.68 | 12.24 | 13.41 | 21.51 | 29.59 | 26.83 | 68.82 | 58.16 | 59.76 |
| Grade 5 | 1.03 | 3.37 | 23.71 | 15.46 | 20.22 | 24.74 | 83.51 | 76.40 | 51.55 |
| All Grades | 8.10 | 7.72 | 15.38 | 23.24 | 26.47 | 30.77 | 68.66 | 65.81 | 53.85 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 9.57 | 8.24 | 11.70 | 48.94 | 30.59 | 51.06 | 41.49 | 61.18 | 37.23 |
| Grade 4 | 5.38 | 9.18 | 10.98 | 46.24 | 51.02 | 41.46 | 48.39 | 39.80 | 47.56 |
| Grade 5 | 0.00 | 2.25 | 13.40 | 28.87 | 30.34 | 41.24 | 71.13 | 67.42 | 45.36 |
| All Grades | 4.93 | 6.62 | 12.09 | 41.20 | 37.87 | 44.69 | 53.87 | 55.51 | 43.22 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.51 | 4.71 | 8.51 | 51.06 | 42.35 | 56.38 | 40.43 | 52.94 | 35.11 |
| Grade 4 | 4.30 | 5.10 | 10.98 | 41.94 | 50.00 | 47.56 | 53.76 | 44.90 | 41.46 |
| Grade 5 | 0.00 | 3.37 | 18.56 | 29.90 | 32.58 | 35.05 | 70.10 | 64.04 | 46.39 |
| All Grades | 4.23 | 4.41 | 12.82 | 40.85 | 41.91 | 46.15 | 54.93 | 53.68 | 41.03 |

Conclusions based on this data:

Overall, the number of students meeting or exceeding standard improved. In reflection across the grade level, teachers attributed this growth to a more systematic approach to math utilizing the math mindset professional development that teachers participated in. As a result, students were asked to talk more about their process to tackle math problems and possible solution. Again, last year, teachers felt we have a more instructional focus on the skills necessary for students to meet standards. Our teachers collaborated all year long about standards and how to best meet the needs of our students across all levels. Specifically, teachers focused on movement and targeted their instruction to move students across the level bands. Although we saw positive growth, we are hopeful to continue to move student across the bands with more students meeting standard. We will continue to provide students with the instruction needed to meet their diverse academic needs. As of now we are doing Distance Learning, and teachers are collaborating so that we may continue to improve our scores. We understand that the data is not recent, but we know we still need to work on improving the scores of our students.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1426.2 | | 1430.6 | | 1415.7 | | 66 |
| Grade 1 | | 1441.8 | | 1445.4 | | 1437.6 | | 94 |
| Grade 2 | | 1493.1 | | 1479.5 | | 1506.1 | | 97 |
| Grade 3 | | 1483.0 | | 1462.6 | | 1503.0 | | 51 |
| Grade 4 | | 1521.0 | | 1509.3 | | 1532.2 | | 40 |
| Grade 5 | | 1525.5 | | 1514.0 | | 1536.6 | | 17 |
| All Grades | | | | | | | | 365 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 13.64 | | 45.45 | | 33.33 | | 7.58 | | 66 |
| 1 | | 3.19 | | 36.17 | | 46.81 | | 13.83 | | 94 |
| 2 | | 22.68 | | 42.27 | | 24.74 | | 10.31 | | 97 |
| 3 | | 3.92 | | 39.22 | | 47.06 | | 9.80 | | 51 |
| 4 | | 17.50 | | 57.50 | | 25.00 | | 0.00 | | 40 |
| 5 | | 17.65 | | 52.94 | | 29.41 | | 0.00 | | 17 |
| All Grades | | 12.60 | | 43.01 | | 35.34 | | 9.04 | | 365 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 18.18 | | 36.36 | | 37.88 | | 7.58 | | 66 |
| 1 | | 9.57 | | 35.11 | | 39.36 | | 15.96 | | 94 |
| 2 | | 24.74 | | 46.39 | | 19.59 | | 9.28 | | 97 |
| 3 | | 11.76 | | 23.53 | | 47.06 | | 17.65 | | 51 |
| 4 | | 32.50 | | 52.50 | | 15.00 | | 0.00 | | 40 |
| 5 | | 35.29 | | 47.06 | | 17.65 | | 0.00 | | 17 |
| All Grades | | 19.18 | | 39.18 | | 31.23 | | 10.41 | | 365 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 7.58 | | 45.45 | | 42.42 | | 4.55 | | 66 |
| 1 | | 3.19 | | 28.72 | | 37.23 | | 30.85 | | 94 |
| 2 | | 19.59 | | 36.08 | | 26.80 | | 17.53 | | 97 |
| 3 | | 3.92 | | 33.33 | | 54.90 | | 7.84 | | 51 |
| 4 | | 15.00 | | 32.50 | | 47.50 | | 5.00 | | 40 |
| 5 | | 5.88 | | 17.65 | | 76.47 | | 0.00 | | 17 |
| All Grades | | 9.86 | | 34.25 | | 40.82 | | 15.07 | | 365 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 15.15 | | 77.27 | | 7.58 | | 66 | |
| 1 | | 39.36 | | 48.94 | | 11.70 | | 94 | |
| 2 | | 22.68 | | 67.01 | | 10.31 | | 97 | |
| 3 | | 7.84 | | 66.67 | | 25.49 | | 51 | |
| 4 | | 35.00 | | 60.00 | | 5.00 | | 40 | |
| 5 | | 11.76 | | 76.47 | | 11.76 | | 17 | |
| All | | 24.38 | | 63.84 | | 11.78 | | 365 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 15.15 | | 71.21 | | 13.64 | | 66 | |
| 1 | | 4.26 | | 70.21 | | 25.53 | | 94 | |
| 2 | | 24.74 | | 67.01 | | 8.25 | | 97 | |
| 3 | | 21.57 | | 56.86 | | 21.57 | | 51 | |
| 4 | | 27.50 | | 70.00 | | 2.50 | | 40 | |
| 5 | | 58.82 | | 41.18 | | 0.00 | | 17 | |
| All Grades | | 19.18 | | 66.30 | | 14.52 | | 365 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 3.03 | | 89.39 | | 7.58 | | 66 |
| 1 | | 15.96 | | 46.81 | | 37.23 | | 94 |
| 2 | | 20.62 | | 62.89 | | 16.49 | | 97 |
| 3 | | 3.92 | | 72.55 | | 23.53 | | 51 |
| 4 | | 15.00 | | 70.00 | | 15.00 | | 40 |
| 5 | | 11.76 | | 82.35 | | 5.88 | | 17 |
| All Grades | | 12.88 | | 66.58 | | 20.55 | | 365 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 56.06 | | 40.91 | | 3.03 | | 66 |
| 1 | | 4.26 | | 75.53 | | 20.21 | | 94 |
| 2 | | 21.65 | | 59.79 | | 18.56 | | 97 |
| 3 | | 13.73 | | 78.43 | | 7.84 | | 51 |
| 4 | | 20.00 | | 80.00 | | 0.00 | | 40 |
| 5 | | 11.76 | | 88.24 | | 0.00 | | 17 |
| All Grades | | 21.64 | | 66.58 | | 11.78 | | 365 |

Conclusions based on this data:

As the reclassification requirements have changed, we must focus our efforts on providing the necessary English language development instruction to move the 35% of our students that have scored Level 3 (Moderately Developed) to a Level 4 (Well Developed) so that they can be considered for reclassification. Specifically with our Level 4 students (25%), we need to ensure that their reading level is at the same level of their non English Learner peers so that they can be considered for reclassification. Our English Learner parents are very concerned with reclassification for their students and have committed to helping our teachers with the charge of reclassification for our students at the appropriate time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 588 | 82.3 | 71.6 | 1 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 421 | 71.6 |
| Foster Youth | 1 | 1 |
| Homeless | 5 | 0.9 |
| Socioeconomically Disadvantaged | 484 | 82.3 |
| Students with Disabilities | 77 | 13.1 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 3 | 0.5 |
| Asian | 3 | 0.5 |
| Filipino | 4 | 0.7 |
| Hispanic | 562 | 95.6 |
| Two or More Races | 2 | 0.3 |
| White | 14 | 2.4 |





Conclusions based on this data:

Our highest group population is Hispanic with 95.6% of students identifying in this group. This might promote an easy alignment of our resources to meet the needs of this group, however we cannot ignore the other groups and must ensure that the needs of our African American, White, Asian, and Filipino student groups are being met as well. Additionally, our English Learner group population is high as well, but not as high as our socioeconomically disadvantaged group. This leads me to believe that we have many students that fall into both categories and we must meet the needs of the two groups combined.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 373 533">Yellow</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 849 533">Orange</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1248 506 1328 533">Orange</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 373 730">Yellow</p> | | |

Conclusions based on this data:

We have two areas of focus based on the results indicated above. It is imperative that we focus on our English Learner student group as well as in the area of math for all students. Although we continue to make growth, we must find more innovative ways to meet the needs of our students in all student groups, but especially our English Learners. We must also pay close attention to our students who are chronically absent and find strategies that will help them attend school on a regular basis.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>Yellow</p> <p>39.8 points below standard</p> <p>Increased Significantly ++25.2 points 267</p> | <p>English Learners</p> <p>Yellow</p> <p>43 points below standard</p> <p>Increased Significantly ++25 points 213</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>43.9 points below standard</p> <p>Increased Significantly ++22.6 points 229</p> | <p>Students with Disabilities</p> <p>Orange</p> <p>129.3 points below standard</p> <p>Increased Significantly ++15.7 points 50</p> |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 39.9 points below standard Increased Significantly ++26.4 points 256 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 72.4 points below standard | 14.4 points below standard | 32.4 points below standard |
| Increased Significantly ++18.8 points 105 | Increased Significantly ++23.5 points 108 | Increased Significantly ++21.1 points 50 |

Conclusions based on this data:

The data concludes that we must employ methods that will significantly address the needs of our English Learner and Hispanic students. As we progress through collaboration and plan our instruction, we must take in to consideration the rate of growth for all students, especially our English Learners and Hispanic students. The focus of our work is on Academic language that will help facilitate growth with these two groups of students.

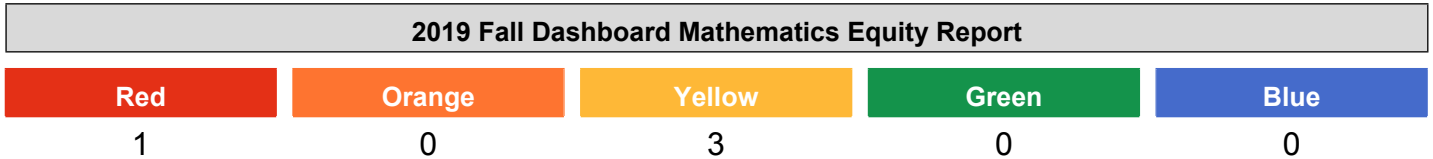
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  Yellow 52.4 points below standard Increased Significantly ++21.8 points 266 | <p>English Learners</p>  Yellow 51 points below standard Increased Significantly ++23.5 points 212 | <p>Foster Youth</p> |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | <p>Socioeconomically Disadvantaged</p>  Yellow 55.6 points below standard Increased Significantly ++19.3 points 228 | <p>Students with Disabilities</p>  Red 166.4 points below standard Declined Significantly -22.3 points 49 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 53 points below standard Increased Significantly ++23.6 points 255 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 69.6 points below standard Increased Significantly ++15.5 points 105 | 32.7 points below standard Increased Significantly ++28.1 points 107 | 63.4 points below standard Increased ++10.6 points 50 |

Conclusions based on this data:

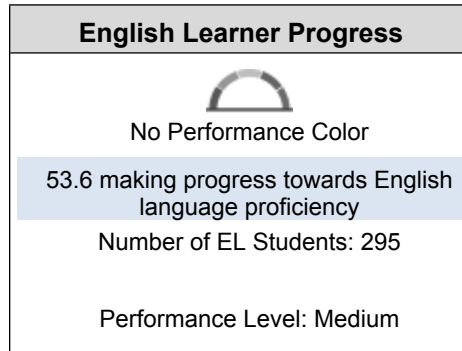
Although we did notice growth in mathematics, we still have a high percentage of students in all groups not meeting standard. Therefore, we must take a look at the individual needs of these groups and students and use this information to collaborate and determine next steps for our students. Specifically, we plan to include our students in the data conversation in order to help them understand the expectations we have for them. Our efforts will continue to be focused on high quality first instruction for all students, but while keeping in mind the needs of our English Learner and Hispanic students.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 16.6 | 29.8 | 2.3 | 51.1 |

Conclusions based on this data:

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

| 2019 Fall Dashboard College/Career Equity Report | | | | |
|--|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

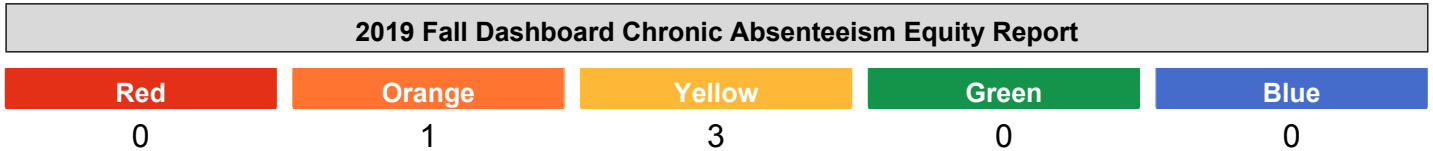
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  Orange 5.3 Increased +0.6 601 | <p>English Learners</p>  Yellow 3.9 Increased +1.4 434 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |
| <p>Homeless</p>  No Performance Color 41.7 12 | <p>Socioeconomically Disadvantaged</p>  Orange 5.4 Increased +0.9 514 | <p>Students with Disabilities</p>  Yellow 5.2 Maintained -0.3 97 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 4.9 Increased +0.8 575 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color 14.3 Declined -1.1 14 |

Conclusions based on this data:

Based on the data and reflection of the strategies implemented last year, the need for an individualized plan for our chronically absent students is necessary. Therefore, this year, our school counselor has taken on this group as a high priority and we hope that our chronically absent students' attendance rate will increase. We will also come up with a plan that take into consideration the various groups in which our students might pertain to. Our Outreach specialist will also work together with our counselor to do an insentive program.

School and Student Performance Data

Academic Engagement Graduation Rate

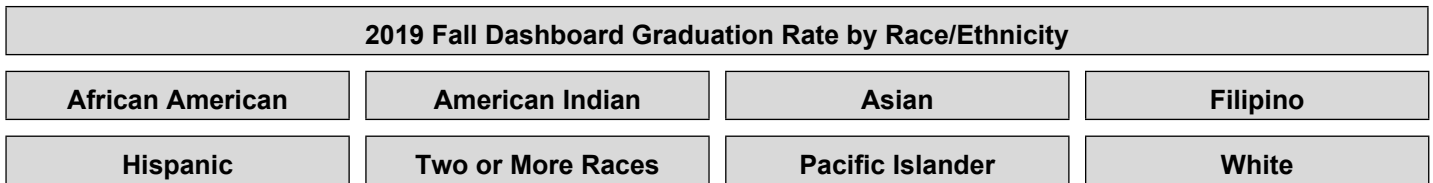
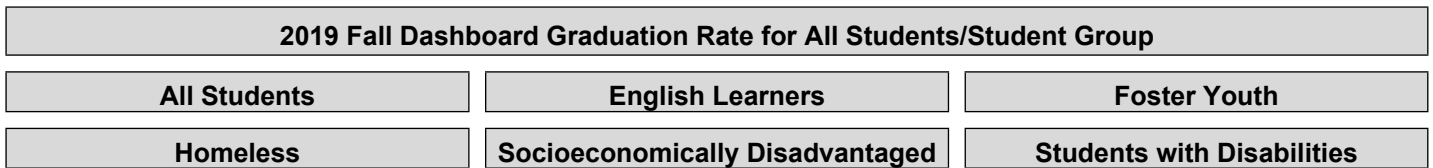
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

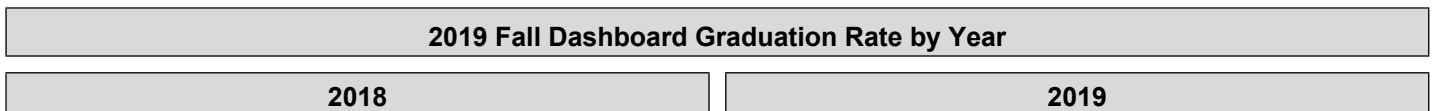
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

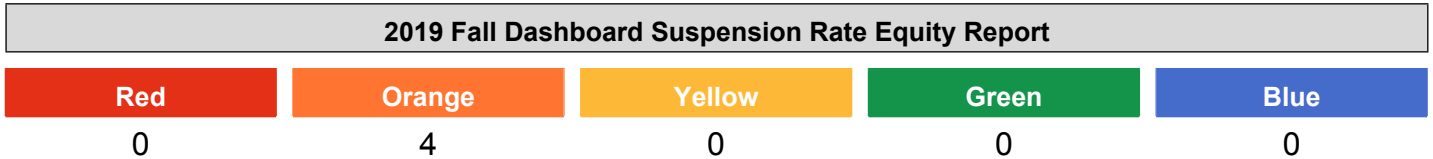
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  Orange 1.3 Increased +0.8 613 | <p>English Learners</p>  Orange 1.1 Increased +0.7 441 | <p>Foster Youth</p> |
| <p>Homeless</p>  No Performance Color 0 Maintained 0 12 | <p>Socioeconomically Disadvantaged</p>  Orange 1.3 Increased +1 523 | <p>Students with Disabilities</p>  Orange 4 Increased +2.9 100 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data 3 | |  No Performance Color Less than 11 Students - Data 2 |  No Performance Color Less than 11 Students - Data 4 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 1.2 Increased +0.7 587 |  No Performance Color Less than 11 Students - Data 3 | |  No Performance Color 7.1 Increased +7.1 14 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.5 | 1.3 |

Conclusions based on this data:

Our suspension rate is within the limits set forth in our goal, however we continue to review suspensions on individual basis in order to determine if expectations and procedures need to be adjusted to provide an opportunity for success for all of 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 academic standards 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 |
|-------------------------------------|--|--|
| Reclassification | 2020-2021 school year, 25 English Learners were reclassified. | Reclassify 60% of 41% Students who meet reclassification rates. |
| STAR 360 Early Literacy and Reading | 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 Early Literacy and Reading. This score compares our students' growth to the growth of their peers with the same starting points. Star 360 Reading Average SGP is 50 with 16% proficient. Star 360 Early Literacy SGP is 50 with 44% proficient. | Class Student Growth Percentile average will be 50 (high Growth) with 10% increased proficiency. In addition, students will achieve a minimum the 25th percentile since it is the minimum needed to reclassify students. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------------|--|--|
| 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 principal in order to provide reading intervention to targeted students in grades kindergarten to 5th grade. Teachers will review data with the principal from STAR 360, Lexia and ST math to make sure students are doing 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)

Centralized Services

Certificated Salaries: Teacher

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.

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

All teachers will continue implementation of best practices with emphasis on first instruction. Provide additional collaboration time 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 . (For now we will be doing Distance Learning, but we have collaborations each Wednesday .)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Professional Development and/or collaboration (subs/extra hours) |
| 1000 | LCFF - Intervention Teacher extra help/ Tutoring |
| 2041 | Title III Teacher extra help/Tutoring |
| 3000 | Discretionary Teacher extra help/ Tutoring |
| 2000 | Title III |

| | |
|------|---|
| | Teacher Extra Time/Spring EL Program |
| 1000 | LCFF - Intervention DLI Tutoring |
| 1000 | Discretionary DLI Tutoring |
| 2000 | LCFF - Intervention Teacher Extra Time/Spring EL 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

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 Renaissance contract |

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

Access to more 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) |
|-----------|-----------|
| | |

| | |
|---------|---|
| 1352.75 | Title I DLI Books for the classroom |
| 1102 | LCFF - Intervention Books Librarian/ Book Club |
| 1352.75 | Title I SEI Books for the classroom |
| 1352.75 | Title I DLI Books for the classroom/ novels sets |
| 5562.50 | LCFF - Intervention DLI Books for the classroom |
| 1352.75 | Title I SEI Books for the classroom/ novels sets |
| 5562.50 | LCFF - Intervention SEI Books for the classroom |
| 5562.50 | LCFF - Intervention DLI Books for the classroom/ novels sets |
| 5562.50 | LCFF - Intervention SEI Books for the classroom/ novels sets |
| 2000 | LCFF - Intervention DLI Materials |

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

Use IO database 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) |
|-----------|--------------------------------|
| | District Funded Curriculum |
| | District Funded IO contract |

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 be provide 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) |
|-----------|---|
| 1000 | LCFF - Intervention Teacher tutoring math |
| | District Funded My Lexia Core 5- Phonics and Reading |
| | District Funded ST Math |
| 1000 | Discretionary Teacher tutoring math |
| 1000 | Discretionary kinder essential skill/ tutoring |
| 12 | Title III DLI materials |
| 2999 | Discretionary DLI 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

Students will receive Reading and math Enrichment and/or Intervention to make 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)

| | |
|-------|--|
| | District Funded |
| | Teacher Extra Hours / ISP |
| 23996 | Title I |
| | Certificated Salary: ISP Teacher/ Math |

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

Student Incentives for academics 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)

| | |
|------|---------------------|
| 4000 | LCFF - Intervention |
| | Incentives |
| 2000 | Discretionary |
| | 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.

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 | Discretionary Enviroment Strand support |
| 1000 | Discretionary Garden club NGSS Science, Common Core Standards supplies |
| 10000 | LCFF - Intervention Office Depot materials and supplies |
| 1000 | LCFF - Intervention Gate clusters/ Enrichment |

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

Meet monthly to monitor student progress either through the Coordinated Services Team Meeting or Student Success Team Meeting to address the emotional and acadademic 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 | LCFF - Intervention Teacher Subs |
| 1000 | Title I Teacher Subs/COST |
| | District Funded School counselor |
| | District Funded ORC |

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

Monthly STAR 360 Reading, Early Literacy, Math Assessments 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) |
|-----------|-----------------|
| | District Funded |

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

Supplement literature, texts, and materials 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)

1000

Source(s)

LCFF - Intervention

Academic Intervention materials for EL and foster

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

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)

Centralized Services

Classified salary: Site Tech

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

Headphones for students have become crucial for student learning during Distance Learning. Headphones help the students pay closer attention, provide privacy, and signals the teacher that the students are listening. This is particularly true when more than one sibling is on zoom or in a common area such the kitchen table or living room. Headphones also help student block out environmental noise, or daily family routines.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 4250 | LCFF - Intervention Strand Focus/Headphones |
| 1000 | Discretionary Strand Focus/Headphones |
| 277 | Title I Keyboard |
| 576 | Title III Keyboard |

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 have use of the Xerox, duplo and laminator machines to make necessary copies of instructional materials. The site will provide the required clerical staff to support all of the school's goals and actions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 | Discretionary Maintenance Agreements and Repairs |
| 1000 | Title I copy machine |
| 2000 | LCFF - Intervention Duplo Machine |
| 3000 | LCFF - Intervention Extra clerical support in the office |
| 1000 | LCFF - Intervention |

| | |
|-------|---------------|
| | Translation |
| 19577 | Discretionary |
| | Warehouse |
| 1000 | Title I |
| | Shred service |

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

Leadership and PBIS will meet regularly to discuss and collaboratively develop a school plan to improve students academic 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) |
|-----------|---|
| 1500 | Title I |
| | Leadership/ PBIS extra hours for teachers |

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

Provide para eeducator 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) |
|-----------|-----------|
|-----------|-----------|

| | |
|------|--|
| 2000 | LCFF - Targeted Classified Salary |
| 9326 | Title III None Specified Classified Salary |

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.

Pre School Students

Strategy/Activity

Arrange for pre-school students to visit kindergarten classrooms.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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.

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 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.

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 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 attend Professional Development session and collaborate regarding:

Common Core English and Spanish Standards
Star 360 Data
English Language Development
Use of Classroom Technology
iPads and Applications
Foundational Skills in Literacy
Writing Strategies-Lucy Calkins Units of Study
Next Generation Science Standards
Teaching for Biliteracy
Math Mindset
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) |
|-----------|-------------------------------------|
| 1500 | Title I Sub Teachers/Conferences |
| 500 | Title I CABE registration |

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

Extra Support Teacher-Music (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 Certificated salary: Extra Support Teacher |

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

ASP Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services to include integrating the Arts and Environmental Science 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)

ASES

After School Program

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

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

Certificated salary: Liaison

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.

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)

[Empty box for Amount(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.

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)

[Empty box for Amount(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.

All Students

Strategy/Activity

OEA contract variance collaboration time to include teacher planning, grade level collaboration, vertical teaming, and data analysis for all students including GATE and SPED (For now it is happening on Wednesday 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)

[Empty box for Amount(s)]

No additional 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.

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.

All Students

Strategy/Activity

Ensure that the school library is supporting the school's Accelerated Reader reading program through incentives 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)

Centralized Services
Classified Salary: Library Tech

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.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

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.

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.

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 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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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 teacher provide enrichment and intervention. However, due to sub shortages and the qualifications of the individuals, their influence

of benefit to the our instructional program was minimal. Additionally, we determined that as a school, we need some improve our knowledge of the common core standards in order to improve our first instruction, which is the best way to reach the needs of all of our students. Also, last year we began the biliteracy program in first grade. However, we went into Distance Learning in March of 2019-2020. This year 2020- 2021 we came back with Distance Learning at 100 percent. We were not able to admistered the CAASPP test or do the Spring Break SBAC. Therefore, we will have the STAR 360 in reading, math and the early literacy for data collection. We will contunie 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 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. More specifically, teachers have expressed interest in participating in more professional development in the area of writing. (We are also doing Distance Learning at these time.)

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

This year, we planned to improve our first instruction and common core standard knowledge. Teachers will attend PLC to have more support with first instrution. Many of our strategies and/or activities set aside funds that we will be used for professional development in the common core standards and collaboration for all teachers, but specifically teachers on the common core advisory committee to help create a system of support for our teachers as they commit to the rigor necessary for the common core standards. Additionally, due to the lack of impact and inconsistencies with our intervention support providers, we decided to only contract one person to support teachers with Tier 3 intervention in reading and Tier 2 in math. This reading and math interventionist also collaborated with the teachers. With the implementation of of the biliteracy look fors and instructional walks, the power of constant 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

Positive Behavior Incentives and Supports Leadership Team will meet once a month to review procedures 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)

1000

Source(s)

Discretionary
AR and Math incentives

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 Supports 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)

1000

Source(s)

Discretionary
Recess activities /playground equipment/
CHAMPS

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 the California Healthy Kids Survey, 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)

[Empty box for Amount(s)]

Source(s)

Centralized Services

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.

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 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 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)

[Empty box for 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

Decrease loss of schooling due to suspensions and expulsions by implementing Restorative Approach, which allow students the chance to remain in class/school as opposed to losing out on learning time. Increase family interventions where appropriate, and introduce Social Justice process to parents. 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)

Centralized Services

Certificated Salary: Counselor

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.

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

Develop 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 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

Campus Assistant support for recess, before and after school due to lack of sufficient allocated hours to cover necessary bus supervision, cafeteria supervision, and crossing guard position. This would take place one our studnets are back 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)

Source(s)

2000

Title I
Playground aide extra support

2000

LCFF - Targeted
Playground aide extra support

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.

Amount(s)

Source(s)

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.

Amount(s)

Source(s)

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.

Amount(s)

Source(s)

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.

Amount(s)

Source(s)

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: 2019-20

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 very pleased with our California Healthy Kids Survey as our scores were equal to or greater than the state average. Our attendance tech and Outreach Resource Consultant works really hard to improve attendance all year long and as a result, we reached our goal of 97% attendance. In regarding to the behavior referrals, last year 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 the behavioral referrals. Additionally, our students took the Panarama 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 properly. 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 was allotted to us.

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 |
|---|--|---|
| 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 volunteers that serve on the 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. (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
Child care, clerical extra help

2000

Title I
Counselor extra support for parent nights

2000

LCFF - Targeted
ORC extra support for parent nights

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.

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 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.

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 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.

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.

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 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)

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 Compact will be shared with each parent in the school to prepare a more comprehensive 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)

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 Families

Strategy/Activity

School Wide communication to staff and families, highlighting school goals, student progress, events, training, parent educational opportunities, will be offered through bi-weekly VIA bulletin, phone calls, text, Web site, flyers, twitter and electronic board .

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9998.00

LCFF - Intervention

Electronic Board

5470

Title III

Electronic Board

1000

Title I

Graphics/Pub

LCFF - Targeted

LCFF - 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.

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). While we are in Distance Learning we woul hold all meeting in 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)

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

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)

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

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)

Discretionary

Classified extra hours/ Previously Allocated

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 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 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.

ASP Students

Strategy/Activity

The site will organized and conduct three parent nights with focus of engaging parents and families while supporting their effortsto assist thier studnents with thier 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)

1000

LCFF - Intervention
Kinder transition workshop

1000

LCFF - Intervention
Familiy Nights

1000

Discretionary
Family Nights

1000

LCFF - Intervention

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.

Amount(s)

Source(s)

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.

Amount(s)

Source(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.

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.

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.

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: 2019-20

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 built, parents have requested an electric sign. Our PTA organization has donated some of the funds over the years and we will pay for the remainder out of site funds. 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 | \$75675.00 |
| 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 | \$176,785.00 |

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 | \$42,184.00 |
| Title III | \$19,425.00 |

Subtotal of additional federal funds included for this school: \$61,609.00

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 (\$) |
|-------------------------|-------------|
| Discretionary | \$37,576.00 |
| LCFF - Intervention | \$71,600.00 |
| LCFF - Targeted | \$6,000.00 |

Subtotal of state or local funds included for this school: \$115,176.00

Total of federal, state, and/or local funds for this school: \$176,785.00

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 |
|---------------------|----------|---------|
| Discretionary | 37576.00 | 0.00 |
| LCFF - Intervention | 71600.00 | 0.00 |
| Title I | 42184.00 | 0.00 |
| Title III | 19425.00 | 0.00 |
| LCFF - Targeted | 6000.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| Discretionary | 37,576.00 |
| LCFF - Intervention | 71,600.00 |
| LCFF - Targeted | 6,000.00 |
| Title I | 42,184.00 |
| Title III | 19,425.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|------------------|---------------------|-----------|
| | Discretionary | 33,576.00 |
| | Discretionary | 4,000.00 |
| | LCFF - Intervention | 55,350.00 |
| | LCFF - Intervention | 16,250.00 |
| | LCFF - Targeted | 2,000.00 |
| | LCFF - Targeted | 4,000.00 |
| | Title I | 32,831.25 |
| | Title I | 9,352.75 |
| | Title III | 10,099.00 |

None Specified

Title III

9,326.00

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 145,317.00 |
| Goal 2 | 6,000.00 |
| Goal 3 | 25,468.00 |

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 |
| Cristina Jimenez-Sanchez | Other School Staff |
| Helen Zaragoza | Classroom Teacher |
| Veronica Oros | Classroom Teacher |
| Fernando Hernandez | Classroom Teacher |
| Julia Roman | Parent or Community Member |
| Maria Mondragon | Parent or Community Member |
| Maria Bravo | Parent or Community Member |
| Lidia Mendoza | Parent or Community Member |
| Adriana Mendoza | 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 10/16/19.

Attested:



Principal, Rosaura Castellanos on 10/19/2020

SSC Chairperson, Fernando Hernandez on 10/19/20

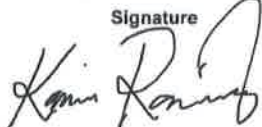
Recommendations and Assurances

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 10/16/19.

Attested:



Principal, Rosaura Castellano on 10/19/2020

SSC Chairperson, Fernando Hernandez on 10/19/20

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

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 2, 2020 | November 4, 2020 |

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 K-2 and middle school buddy programs, 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.

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 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. Intervention Service Providers (ISPs) provided by the district and an additional ISP hired with site funds will provide targeted reading intervention for students in all grades K-8. 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.

Our DLI program is now in its seventh year with DLI students in grades K-6. All classes in kindergarten, first and second grades are DLI classes and teachers in K - 2 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 Careers, Study Skills, and Environmental Science. Our art teacher does school-wide art projects that can be viewed in in our cafeteria. 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! We are hoping to continue with these art projects when we return to in-person instruction.

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 have been connecting via Zoom for these meetings and are providing feedback as we move through our distance learning journey.

"One Team. One Goal./ Un equipo. Una Meta" defines our school community (teachers, staff, parents, families and students) and how we are moving as one to 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.

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. Over the past year, teachers have worked to build stronger relationships with students to make teaching and learning more effective. These efforts have continued during distance learning as making connections and building safe classroom environments is even more vital during this time. Teachers, the counselor, office staff, and admin are working diligently to get all students connected and engaged. During in person instruction last year, the number of office referrals decreased and stronger connections were made with students. We will continue to focus this year on strong, effective first instruction. Three site goals were developed as a focus this year for our 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 writing across the curriculum. This work continues during distance 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)

Due to the COVID-19 pandemic, students did not take the CAASPP test in 2020. Analysis of the CAASPP results from 2019 reveal that in grades 3-6, the percentage of students in the not met and nearly met levels have decreased over the past four years with corresponding gains in the met and exceeded levels in ELA. The increase in scores can be attributed in part to a strong focus on reading in the primary grades. The STAR 360 and interim assessment blocks data are also analyzed; however, we are continuing to work on how to convert this data analysis to a change in instructional practices and ensure that we are understanding any effects that testing via distance learning may have on the results. A comparison of the data from Fall 2019 to Fall 2020, indicates a slight dip in the overall proficiency rate in reading in grades 3 - 6 with slight gains in grades 7 and 8. The same comparison in the Early Literacy Assessment for Kindergarten and first grade indicate an increase in the proficiency rate. Targeted interventions for students currently scoring in the urgent intervention level is planned. A comparison of the STAR math from Fall 2019 to Fall 2020 indicate a decrease in the overall proficiency levels in all grades. 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.

Teachers have been reviewing the data on claims and targets to identify any patterns or trends that will help to focus instruction in the classroom and improve student achievement. Analysis of the STAR 360 Reading and Math data from Fall to Winter last year showed growth in Reading (grades 3 - 7) and Math (grades 2-6) suggesting focused goals last year were having a positive effect on student growth.

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. 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 who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site Principals function as instructional leaders.

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 need 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 PLC meetings to provide additional support in the classroom. For students who need additional support to meet standards, after school tutoring can be provided during in-person instruction. 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 ISPs, counseling support or services from outside agencies. During distance learning, teachers can provide small group support during asynchronous times outlined in the schedule. Counseling support can also be provided during distance learning.

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. Through analysis of grade level writing standards and the progression of the standards from K through 8th grade, teachers identified an end of year writing objective for each grade level last year. Each end of year objective will 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 Logrando Bienestar 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. During distance learning, teachers have scheduled parent meetings to support access to technology for families.

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. After an analysis of data, teachers and their grade level teams are asked for input through a priority index of the actions/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)

Analysis of CAASPP (2019) and STAR 360 results from 2020 indicate a lack of growth in math. We have no CAASPP data to analyze from last year and STAR 360 results from Spring were inconsistent due to the start of distance learning. However, a comparison of data from Fall 2019 to Fall 2020 indicates a decrease in the percentage of students scoring in levels 3 and 4 in both language arts and math. Funding this year will focus on providing extra support (ISPs) in reading during distance learning and tutoring for students when we return to in-person instruction. Additional Title I funding is used to provide AVID tutors for our middle school AVID program. This is a key component of the AVID program and supports students in small groups.

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.

Resource Inequities

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

Due to the changing enrollment numbers and a reduction in force last year, our teaching staff has changed at some grade levels which interferes with the momentum and grade level structures in

place. Over the past few years, we have not had a consistent Outreach Consultant which had an impact on our support of chronic absentees and building attendance improvement programs for students. We are working to get an ORC in place who can work closely with the attendance technician and counselor to support families and students with consistent attendance. The move to distance learning has highlighted some of the inequities for our families in accessing online learning. The district has responded by providing families in need the opportunity to get a hotspot so that students are able to connect for instruction. All students have been provided with iPads for instruction. Families can also apply for hot spots to increase connectivity.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | % | 0% | | | 0 |
| African American | 1.02% | % | 0.57% | 12 | | 6 |
| Asian | 0.08% | % | 0.09% | 1 | | 1 |
| Filipino | 0.51% | % | 0.09% | 6 | | 1 |
| Hispanic/Latino | 96.36% | % | 97.63% | 1137 | | 1,031 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 1.78% | % | 1.42% | 21 | | 15 |
| Multiple/No Response | % | % | 0.19% | | | 0 |
| Total Enrollment | | | | 1180 | | 1,056 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 114 | | 95 |
| Grade 1 | 116 | | 118 |
| Grade 2 | 137 | | 117 |
| Grade 3 | 135 | | 118 |
| Grade 4 | 135 | | 131 |
| Grade 5 | 129 | | 132 |
| Grade 6 | 149 | | 125 |
| Grade 7 | 137 | | 104 |
| Grade 8 | 128 | | 116 |
| Total Enrollment | 1,180 | | 1,056 |

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 3-8, we currently have both a DLI program and an English Enrichment instructional program. In grades K-2, all classes are DLI. As the DLI program moves up, our enrollment will continue to decline slightly as the class size in K-2 is smaller and students are 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 622 | | | 58.9% |
| Fluent English Proficient (FEP) | | | 291 | | | 27.6% |
| Reclassified Fluent English Proficient (RFEP) | | | 115 | | | 17.0% |

Conclusions based on this data:

The percentage of English Learners has remained in the 60% range, with a slight decrease of a percentage or two over the past few years. Our reclassification rate has increased slightly each year. 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 writing across the curriculum 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

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 142 | 137 | 135 | 141 | 136 | 134 | 141 | 136 | 134 | 99.3 | 99.3 | 99.3 |
| Grade 4 | 119 | 126 | 130 | 119 | 125 | 130 | 119 | 125 | 130 | 100 | 99.2 | 100 |
| Grade 5 | 151 | 123 | 128 | 151 | 121 | 128 | 151 | 121 | 128 | 100 | 98.4 | 100 |
| Grade 6 | 142 | 147 | 115 | 142 | 145 | 114 | 142 | 145 | 114 | 100 | 98.6 | 99.1 |
| Grade 7 | 132 | 133 | 122 | 132 | 133 | 122 | 132 | 133 | 122 | 100 | 100 | 100 |
| Grade 8 | 115 | 128 | 127 | 115 | 126 | 127 | 115 | 126 | 127 | 100 | 98.4 | 100 |
| All Grades | 801 | 794 | 757 | 800 | 786 | 755 | 800 | 786 | 755 | 99.9 | 99 | 99.7 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2342. | 2376. | 2382. | 1.42 | 9.56 | 3.73 | 9.22 | 12.50 | 24.63 | 21.99 | 29.41 | 23.13 | 67.38 | 48.53 | 48.51 |
| Grade 4 | 2399. | 2423. | 2421. | 6.72 | 8.00 | 12.31 | 6.72 | 20.80 | 17.69 | 31.93 | 26.40 | 24.62 | 54.62 | 44.80 | 45.38 |
| Grade 5 | 2432. | 2475. | 2469. | 0.66 | 9.09 | 3.91 | 18.54 | 33.06 | 32.81 | 23.84 | 23.97 | 26.56 | 56.95 | 33.88 | 36.72 |
| Grade 6 | 2443. | 2458. | 2490. | 0.00 | 1.38 | 5.26 | 14.79 | 18.62 | 30.70 | 27.46 | 28.97 | 29.82 | 57.75 | 51.03 | 34.21 |
| Grade 7 | 2501. | 2497. | 2507. | 4.55 | 1.50 | 3.28 | 24.24 | 20.30 | 31.15 | 32.58 | 45.11 | 28.69 | 38.64 | 33.08 | 36.89 |
| Grade 8 | 2514. | 2535. | 2514. | 1.74 | 3.97 | 1.57 | 20.87 | 30.95 | 22.83 | 40.00 | 34.92 | 43.31 | 37.39 | 30.16 | 32.28 |
| All Grades | N/A | N/A | N/A | 2.38 | 5.47 | 5.03 | 15.75 | 22.39 | 26.49 | 29.13 | 31.55 | 29.27 | 52.75 | 40.59 | 39.21 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 0.71 | 12.50 | 10.45 | 32.62 | 44.85 | 50.00 | 66.67 | 42.65 | 39.55 |
| Grade 4 | 8.40 | 11.20 | 10.77 | 42.02 | 53.60 | 46.15 | 49.58 | 35.20 | 43.08 |
| Grade 5 | 3.31 | 11.57 | 13.28 | 48.34 | 52.89 | 52.34 | 48.34 | 35.54 | 34.38 |
| Grade 6 | 2.11 | 6.90 | 7.89 | 35.21 | 39.31 | 42.98 | 62.68 | 53.79 | 49.12 |
| Grade 7 | 10.61 | 6.77 | 9.84 | 41.67 | 46.62 | 50.82 | 47.73 | 46.62 | 39.34 |
| Grade 8 | 6.96 | 12.70 | 7.09 | 42.61 | 49.21 | 42.52 | 50.43 | 38.10 | 50.39 |
| All Grades | 5.13 | 10.18 | 9.93 | 40.38 | 47.46 | 47.55 | 54.50 | 42.37 | 42.52 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.26 | 7.35 | 7.46 | 28.37 | 38.97 | 47.01 | 67.38 | 53.68 | 45.52 |
| Grade 4 | 8.40 | 7.20 | 11.54 | 42.02 | 53.60 | 50.77 | 49.58 | 39.20 | 37.69 |
| Grade 5 | 3.97 | 20.66 | 14.84 | 51.66 | 47.11 | 52.34 | 44.37 | 32.23 | 32.81 |
| Grade 6 | 5.63 | 1.38 | 7.02 | 32.39 | 34.48 | 57.89 | 61.97 | 64.14 | 35.09 |
| Grade 7 | 9.85 | 4.51 | 8.20 | 61.36 | 57.14 | 52.46 | 28.79 | 38.35 | 39.34 |
| Grade 8 | 10.43 | 8.73 | 3.94 | 59.13 | 50.00 | 59.84 | 30.43 | 41.27 | 36.22 |
| All Grades | 6.88 | 8.02 | 8.87 | 45.38 | 46.56 | 53.25 | 47.75 | 45.42 | 37.88 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.26 | 9.56 | 6.72 | 56.74 | 58.09 | 69.40 | 39.01 | 32.35 | 23.88 |
| Grade 4 | 5.04 | 7.20 | 8.46 | 53.78 | 59.20 | 60.77 | 41.18 | 33.60 | 30.77 |
| Grade 5 | 3.31 | 9.09 | 6.25 | 55.63 | 62.81 | 67.97 | 41.06 | 28.10 | 25.78 |
| Grade 6 | 4.23 | 4.83 | 6.14 | 48.59 | 62.76 | 71.05 | 47.18 | 32.41 | 22.81 |
| Grade 7 | 4.55 | 2.26 | 3.28 | 49.24 | 66.92 | 68.85 | 46.21 | 30.83 | 27.87 |
| Grade 8 | 5.22 | 5.56 | 5.51 | 62.61 | 71.43 | 63.78 | 32.17 | 23.02 | 30.71 |
| All Grades | 4.38 | 6.36 | 6.09 | 54.25 | 63.49 | 66.89 | 41.38 | 30.15 | 27.02 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2.13 | 8.82 | 7.46 | 40.43 | 49.26 | 56.72 | 57.45 | 41.91 | 35.82 |
| Grade 4 | 7.56 | 8.00 | 12.31 | 47.06 | 60.80 | 49.23 | 45.38 | 31.20 | 38.46 |
| Grade 5 | 7.95 | 15.70 | 14.84 | 41.72 | 55.37 | 46.09 | 50.33 | 28.93 | 39.06 |
| Grade 6 | 7.75 | 13.10 | 16.67 | 39.44 | 49.66 | 52.63 | 52.82 | 37.24 | 30.70 |
| Grade 7 | 11.36 | 9.77 | 20.49 | 48.48 | 59.40 | 50.82 | 40.15 | 30.83 | 28.69 |
| Grade 8 | 9.57 | 21.43 | 10.24 | 54.78 | 55.56 | 60.63 | 35.65 | 23.02 | 29.13 |
| All Grades | 7.63 | 12.72 | 13.51 | 44.88 | 54.83 | 52.72 | 47.50 | 32.44 | 33.77 |

Conclusions based on this data:

The data above reflect cohort data that is two years old. The analysis of the data at the time revealed that the percentage of students at the Not Met level had been decreasing since 2016-17 with an increase in the mean scale score in all but one grade. The percentage of students below standard in each of the claims was also decreasing with one grade level continuing to fluctuate. Although we had made steady growth, the increases had not been significant in most areas. Cohort data at some grade levels revealed larger increases in growth; particularly grades 5 and 7. In looking at the reading claim, the percentage of students above standard had increased greatly since 2016-17. This is a positive reflection of the work being done in grades K-2 to build strong foundational reading skills for our students. In all of the claims, there was a large percentage of students at the Near Standard level. We continued to focus on our site goals to improve student achievement and growth in all areas (Consistent, standards-based teaching with high rigor and progress monitoring with common formative assessments) last year. With the

reflection and actions put in place last year based on the CAASPP data, we anticipated growth in the number of students at the met/exceeded levels. Comparison of the STAR 360 Reading assessment data from Fall to Winter 2019 indicated growth in grades 2-6. Unfortunately, we were not able to show continued growth as students did not take the CAASPP last year due to the COVID school closure. As there is no CAASPP data on which to base our actions moving forward, our grade level teams have been analyzing the local assessment data from the STAR reports and classroom data. Compared to the STAR results from Fall of last year, the percentage of students in levels 3 and 4 has decreased slightly in most grades. The focus moving forward will continue to be on strong first instruction with consistent, standards based lessons with high DOK. However, we will also focus on targeted, small group interventions to support students in recovering any learning loss during the school closures.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 142 | 137 | 135 | 142 | 136 | 133 | 142 | 136 | 133 | 100 | 99.3 | 98.5 |
| Grade 4 | 119 | 126 | 130 | 119 | 124 | 130 | 119 | 124 | 130 | 100 | 98.4 | 100 |
| Grade 5 | 151 | 123 | 128 | 151 | 121 | 128 | 151 | 121 | 128 | 100 | 98.4 | 100 |
| Grade 6 | 142 | 147 | 115 | 142 | 145 | 113 | 142 | 145 | 113 | 100 | 98.6 | 98.3 |
| Grade 7 | 132 | 133 | 122 | 132 | 133 | 122 | 132 | 133 | 122 | 100 | 100 | 100 |
| Grade 8 | 115 | 128 | 127 | 115 | 127 | 127 | 115 | 127 | 127 | 100 | 99.2 | 100 |
| All Grades | 801 | 794 | 757 | 801 | 786 | 753 | 801 | 786 | 753 | 100 | 99 | 99.5 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2363. | 2382. | 2391. | 0.70 | 4.41 | 5.26 | 8.45 | 22.06 | 21.80 | 30.99 | 22.06 | 25.56 | 59.86 | 51.47 | 47.37 |
| Grade 4 | 2396. | 2439. | 2436. | 1.68 | 0.00 | 7.69 | 3.36 | 27.42 | 23.85 | 31.09 | 39.52 | 24.62 | 63.87 | 33.06 | 43.85 |
| Grade 5 | 2417. | 2455. | 2454. | 0.66 | 3.31 | 3.91 | 4.64 | 10.74 | 13.28 | 26.49 | 39.67 | 27.34 | 68.21 | 46.28 | 55.47 |
| Grade 6 | 2426. | 2427. | 2440. | 0.70 | 0.69 | 0.88 | 3.52 | 4.83 | 7.96 | 23.94 | 26.90 | 28.32 | 71.83 | 67.59 | 62.83 |
| Grade 7 | 2479. | 2444. | 2447. | 1.52 | 0.75 | 0.00 | 12.88 | 1.50 | 5.74 | 38.64 | 24.06 | 26.23 | 46.97 | 73.68 | 68.03 |
| Grade 8 | 2477. | 2483. | 2446. | 3.48 | 3.94 | 1.57 | 10.43 | 5.51 | 5.51 | 25.22 | 27.56 | 21.26 | 60.87 | 62.99 | 71.65 |
| All Grades | N/A | N/A | N/A | 1.37 | 2.16 | 3.32 | 7.12 | 11.83 | 13.28 | 29.34 | 29.64 | 25.50 | 62.17 | 56.36 | 57.90 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 3.52 | 13.24 | 12.03 | 31.69 | 30.15 | 31.58 | 64.79 | 56.62 | 56.39 |
| Grade 4 | 1.68 | 5.65 | 13.08 | 15.97 | 41.94 | 34.62 | 82.35 | 52.42 | 52.31 |
| Grade 5 | 3.31 | 5.79 | 7.81 | 15.89 | 32.23 | 28.13 | 80.79 | 61.98 | 64.06 |
| Grade 6 | 2.11 | 2.07 | 2.65 | 11.97 | 16.55 | 22.12 | 85.92 | 81.38 | 75.22 |
| Grade 7 | 4.55 | 0.75 | 1.64 | 36.36 | 16.54 | 18.85 | 59.09 | 82.71 | 79.51 |
| Grade 8 | 5.22 | 3.94 | 3.15 | 25.22 | 25.20 | 17.32 | 69.57 | 70.87 | 79.53 |
| All Grades | 3.37 | 5.22 | 6.91 | 22.72 | 26.72 | 25.63 | 73.91 | 68.07 | 67.46 |

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 1.41 | 8.82 | 10.53 | 38.03 | 38.24 | 42.86 | 60.56 | 52.94 | 46.62 |
| Grade 4 | 4.20 | 4.84 | 10.00 | 30.25 | 46.77 | 40.00 | 65.55 | 48.39 | 50.00 |
| Grade 5 | 0.66 | 3.31 | 7.03 | 27.15 | 38.02 | 38.28 | 72.19 | 58.68 | 54.69 |
| Grade 6 | 0.70 | 0.69 | 0.88 | 26.76 | 32.41 | 36.28 | 72.54 | 66.90 | 62.83 |
| Grade 7 | 3.79 | 1.50 | 2.46 | 47.73 | 31.58 | 34.43 | 48.48 | 66.92 | 63.11 |
| Grade 8 | 6.09 | 10.24 | 1.57 | 33.91 | 46.46 | 29.13 | 60.00 | 43.31 | 69.29 |
| All Grades | 2.62 | 4.83 | 5.58 | 33.83 | 38.68 | 36.92 | 63.55 | 56.49 | 57.50 |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 1.41 | 7.35 | 11.28 | 45.07 | 50.00 | 50.38 | 53.52 | 42.65 | 38.35 |
| Grade 4 | 2.52 | 7.26 | 13.08 | 36.13 | 54.03 | 42.31 | 61.34 | 38.71 | 44.62 |
| Grade 5 | 1.32 | 4.13 | 2.34 | 30.46 | 48.76 | 46.88 | 68.21 | 47.11 | 50.78 |
| Grade 6 | 2.11 | 2.07 | 2.65 | 27.46 | 31.03 | 38.94 | 70.42 | 66.90 | 58.41 |
| Grade 7 | 2.27 | 3.01 | 0.82 | 55.30 | 44.36 | 44.26 | 42.42 | 52.63 | 54.92 |
| Grade 8 | 4.35 | 3.15 | 1.57 | 46.96 | 48.82 | 41.73 | 48.70 | 48.03 | 56.69 |
| All Grades | 2.25 | 4.45 | 5.44 | 39.83 | 45.80 | 44.22 | 57.93 | 49.75 | 50.33 |

Conclusions based on this data:

Overall CAASPP scores from previous years indicated little movement among levels. Math has been an area of focus over the past two years. The percentage of students below standard in each of the claims was declining in grades 3-6, but was still significant. Grades 3-5 made slight increases in the percentage of students above standard in at least 2 of the claims. The percentage of students at the Met/Exceeded level was consistently declining in the middle grades for both cohort and grade level data. After reviewing the CAASPP trends and the STAR data, teachers in the primary grades are working to ensure all students have strong basic number sense foundation. A strong number sense foundation will help students as they face more complex problems in the upper grades. We are also working on writing in math and problem solving in all grades with increasing levels in the upper grades. Without CAASPP data from last year, grade level teams have been reviewing local assessment data (STAR and classroom data) to guide actions this year. The Fall data from last year indicated greater number of students scoring in the level 3 and level 4 bands than this year. However, a comparison of the STAR math assessment results from Fall to Winter of last year indicated significant growth in grades 1 - 5. Teachers in the primary grades continue to focus on building strong number sense and math mindset for students. All grade levels will continue to focus on strong first instruction, building academic vocabulary and writing in math to recover the gains we were making in math prior to the school closure.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1410.0 | | 1419.8 | | 1386.9 | | 101 |
| Grade 1 | | 1436.8 | | 1446.2 | | 1426.7 | | 101 |
| Grade 2 | | 1485.5 | | 1483.8 | | 1486.7 | | 88 |
| Grade 3 | | 1480.3 | | 1470.5 | | 1489.6 | | 68 |
| Grade 4 | | 1514.1 | | 1501.7 | | 1526.2 | | 73 |
| Grade 5 | | 1533.2 | | 1521.1 | | 1544.7 | | 38 |
| Grade 6 | | 1524.2 | | 1511.9 | | 1536.0 | | 30 |
| Grade 7 | | 1527.7 | | 1516.2 | | 1538.7 | | 37 |
| Grade 8 | | 1553.1 | | 1531.0 | | 1574.6 | | 22 |
| All Grades | | | | | | | | 558 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 5.94 | | 33.66 | | 43.56 | | 16.83 | | 101 |
| 1 | | 4.95 | | 21.78 | | 50.50 | | 22.77 | | 101 |
| 2 | | 17.05 | | 37.50 | | 36.36 | | 9.09 | | 88 |
| 3 | | 2.94 | | 44.12 | | 39.71 | | 13.24 | | 68 |
| 4 | | 20.55 | | 47.95 | | 26.03 | | 5.48 | | 73 |
| 5 | | 23.68 | | 47.37 | | 28.95 | | 0.00 | | 38 |
| 6 | | 10.00 | | 43.33 | | 40.00 | | 6.67 | | 30 |
| 7 | | 5.41 | | 54.05 | | 37.84 | | 2.70 | | 37 |
| 8 | | 13.64 | | 68.18 | | 18.18 | | 0.00 | | 22 |
| All Grades | | 10.75 | | 39.43 | | 38.35 | | 11.47 | | 558 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 8.91 | | 37.62 | | 34.65 | | 18.81 | | 101 |
| 1 | | 10.89 | | 34.65 | | 35.64 | | 18.81 | | 101 |
| 2 | | 29.55 | | 39.77 | | 23.86 | | 6.82 | | 88 |
| 3 | | 10.29 | | 48.53 | | 25.00 | | 16.18 | | 68 |
| 4 | | 28.77 | | 52.05 | | 15.07 | | 4.11 | | 73 |
| 5 | | 39.47 | | 50.00 | | 7.89 | | 2.63 | | 38 |
| 6 | | 20.00 | | 46.67 | | 26.67 | | 6.67 | | 30 |
| 7 | | 13.51 | | 59.46 | | 21.62 | | 5.41 | | 37 |
| 8 | | 27.27 | | 45.45 | | 27.27 | | 0.00 | | 22 |
| All Grades | | 19.00 | | 43.73 | | 25.99 | | 11.29 | | 558 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 3.96 | | 24.75 | | 56.44 | | 14.85 | | 101 |
| 1 | | 1.98 | | 16.83 | | 41.58 | | 39.60 | | 101 |
| 2 | | 13.64 | | 34.09 | | 22.73 | | 29.55 | | 88 |
| 3 | | 1.47 | | 27.94 | | 52.94 | | 17.65 | | 68 |
| 4 | | 13.70 | | 32.88 | | 38.36 | | 15.07 | | 73 |
| 5 | | 2.63 | | 34.21 | | 60.53 | | 2.63 | | 38 |
| 6 | | 3.33 | | 30.00 | | 50.00 | | 16.67 | | 30 |
| 7 | | 5.41 | | 27.03 | | 51.35 | | 16.22 | | 37 |
| 8 | | 18.18 | | 45.45 | | 31.82 | | 4.55 | | 22 |
| All Grades | | 6.63 | | 28.14 | | 44.27 | | 20.97 | | 558 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 9.90 | | 78.22 | | 11.88 | | 101 |
| 1 | | 34.65 | | 56.44 | | 8.91 | | 101 |
| 2 | | 28.41 | | 67.05 | | 4.55 | | 88 |
| 3 | | 7.35 | | 72.06 | | 20.59 | | 68 |
| 4 | | 24.66 | | 67.12 | | 8.22 | | 73 |
| 5 | | 15.79 | | 81.58 | | 2.63 | | 38 |
| 6 | | 23.33 | | 50.00 | | 26.67 | | 30 |
| 7 | | 8.11 | | 72.97 | | 18.92 | | 37 |
| 8 | | 18.18 | | 72.73 | | 9.09 | | 22 |
| All | | 20.25 | | 68.46 | | 11.29 | | 558 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 14.85 | | 54.46 | | 30.69 | | 101 |
| 1 | | 3.96 | | 66.34 | | 29.70 | | 101 |
| 2 | | 27.27 | | 59.09 | | 13.64 | | 88 |
| 3 | | 22.06 | | 60.29 | | 17.65 | | 68 |
| 4 | | 36.99 | | 57.53 | | 5.48 | | 73 |
| 5 | | 68.42 | | 26.32 | | 5.26 | | 38 |
| 6 | | 30.00 | | 66.67 | | 3.33 | | 30 |
| 7 | | 29.73 | | 64.86 | | 5.41 | | 37 |
| 8 | | 36.36 | | 63.64 | | 0.00 | | 22 |
| All Grades | | 24.91 | | 58.24 | | 16.85 | | 558 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 0.99 | | 85.15 | | 13.86 | | 101 |
| 1 | | 7.92 | | 52.48 | | 39.60 | | 101 |
| 2 | | 15.91 | | 57.95 | | 26.14 | | 88 |
| 3 | | 2.94 | | 54.41 | | 42.65 | | 68 |
| 4 | | 10.96 | | 65.75 | | 23.29 | | 73 |
| 5 | | 10.53 | | 81.58 | | 7.89 | | 38 |
| 6 | | 3.33 | | 43.33 | | 53.33 | | 30 |
| 7 | | 8.11 | | 48.65 | | 43.24 | | 37 |
| 8 | | 22.73 | | 63.64 | | 13.64 | | 22 |
| All Grades | | 8.24 | | 62.90 | | 28.85 | | 558 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|--------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 31.68 | | 45.54 | | 22.77 | | 101 |
| 1 | | 1.98 | | 60.40 | | 37.62 | | 101 |
| 2 | | 12.50 | | 62.50 | | 25.00 | | 88 |
| 3 | | 4.41 | | 86.76 | | 8.82 | | 68 |
| 4 | | 19.18 | | 72.60 | | 8.22 | | 73 |
| 5 | | 26.32 | | 73.68 | | 0.00 | | 38 |
| 6 | | 53.33 | | 43.33 | | 3.33 | | 30 |
| 7 | | 5.41 | | 94.59 | | 0.00 | | 37 |
| 8 | | 0.00 | | 100.00 | | 0.00 | | 22 |
| All Grades | | 16.13 | | 66.67 | | 17.20 | | 558 |

Conclusions based on this data:

With the difference in the ELPAC over the past two years and the lack of data from last year, comparisons in data are difficult. However, students were making growth as indicated by the increase in the percentage of students at levels 3 and 4.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1119 | 91.2 | 60.6 | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 678 | 60.6 |
| Homeless | 23 | 2.1 |
| Socioeconomically Disadvantaged | 1021 | 91.2 |
| Students with Disabilities | 93 | 8.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 7 | 0.6 |
| Asian | 1 | 0.1 |
| Filipino | 4 | 0.4 |
| Hispanic | 1088 | 97.2 |
| Two or More Races | 3 | 0.3 |
| White | 16 | 1.4 |





Conclusions based on this data:

Our enrollment remained consistent last year and should be consistent this year with the percentage of English Learners and SED students. Our focus on providing strong first instruction and building relationships with students will continue to support EL and SED students as well as foster youth, homeless, and students with disabilities. The percentage of students with disabilities has remained consistent over the past few years with a slight increase over the past two years.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Yellow</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 533">Orange</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Orange</p> | | |

Conclusions based on this data:

As a K-8, we have been focusing a lot on building a strong school culture, along with teaching and learning, to address both the academic and social-emotional needs of students. We have made slight increases in both ELA and Math; however, there continues to be a lot of need in all areas. The increases in math made in the primary grades is negated by decreases as students move into the upper grades. We are working to address this decline by building a strong number sense and foundational understanding of math concepts in the primary grades so that students are better able to understand more complex concepts as students enter the upper grades. The chronic absenteeism and suspension rate contribute to this decline. We will focus on continued growth throughout the grade levels. English language arts for all student groups is also an area of need.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Yellow 45 points below standard Increased ++4.4 points 743 | <p>English Learners</p>  Yellow 49.5 points below standard Increased ++3.5 points 589 | <p>Foster Youth</p>  No Performance Color 0 Students |
| <p>Homeless</p>  No Performance Color 92.5 points below standard Declined Significantly -17.9 points 17 | <p>Socioeconomically Disadvantaged</p>  Yellow 45.5 points below standard Increased ++3.9 points 692 | <p>Students with Disabilities</p>  Orange 132.5 points below standard Increased ++4.4 points 73 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 44.4 points below standard Increased ++4 points 727 |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| 91.3 points below standard Declined -3.2 points 261 | 16.2 points below standard Maintained ++2.5 points 328 | 50.4 points below standard Increased ++11.8 points 98 |

Conclusions based on this data:

Students in each of the subgroups increased the average scaled score with English Learners making the most gains; however, current ELs continue to be a subgroup that is furthest below standard. We are reclassifying students in grades 4 and 5 and have a lot of work to do with our LTELs to decrease the points below standard for this subgroup and increase achievement. Students with disabilities increased in average scale score, but are still significantly below standard. Strong first instruction with high rigor in conjunction with targeted ELD in all grades, will help to decrease the points below standard. Targeted intervention for LTELs is also needed to move students in this group.

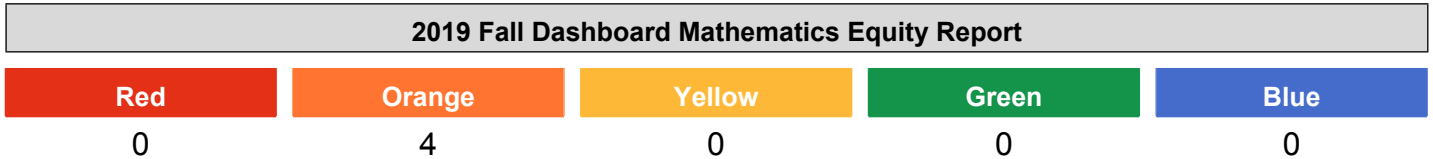
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Orange 87.2 points below standard Maintained ++0.9 points 741 | <p>English Learners</p>  Orange 87.8 points below standard Maintained ++0.2 points 587 | <p>Foster Youth</p> |
| <p>Homeless</p>  No Performance Color 93.7 points below standard Declined Significantly -26.6 points 17 | <p>Socioeconomically Disadvantaged</p>  Orange 88.6 points below standard Maintained -0.1 points 690 | <p>Students with Disabilities</p>  Orange 161.9 points below standard Increased ++5.3 points 73 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|-------------------|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 86.7 points below standard Maintained ++0.7 points 725 | | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 111.5 points below standard Maintained -2.6 points 261 | 68.8 points below standard Maintained -1.1 points 326 | 100.5 points below standard Increased ++9.1 points 98 |

Conclusions based on this data:

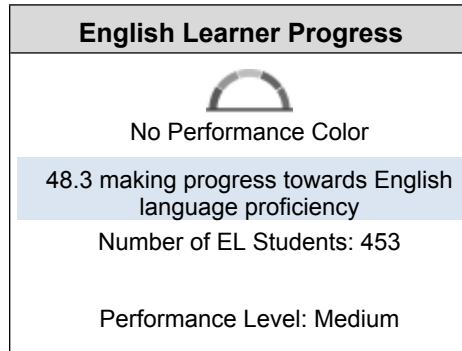
All students and significant subgroups made minimal gains in math and continue to be significantly below standard. Even with the smallest point gain, RFEP students continue to have the lowest distance from met. A focus on number sense, problem solving and writing in math will support growth for all subgroups.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 19.8 | 31.7 | 2.2 | 46.1 |

Conclusions based on this data:

We have made gains in English Learner Progress with the majority of students scoring at level 3 or 4. After reclassifying students, there is a number of students in the upper grades who remain at levels 1, 2 or 3 and need to be moved to a level 4 in order to meet reclassification criteria. Overall, the students are doing well in the listening and speaking subtests, but continue to need support in the areas of reading writing to move to levels 3 and 4. A schoolwide focus on writing across the curriculum will support English Learners along with targeted ELD in all grades.

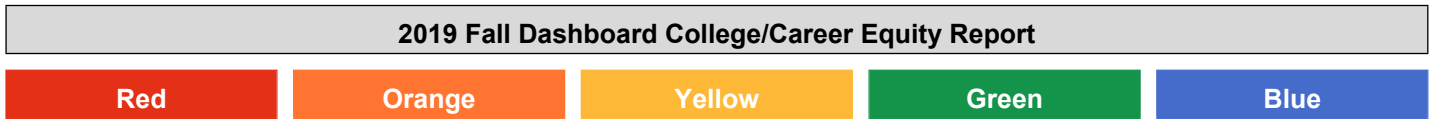
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

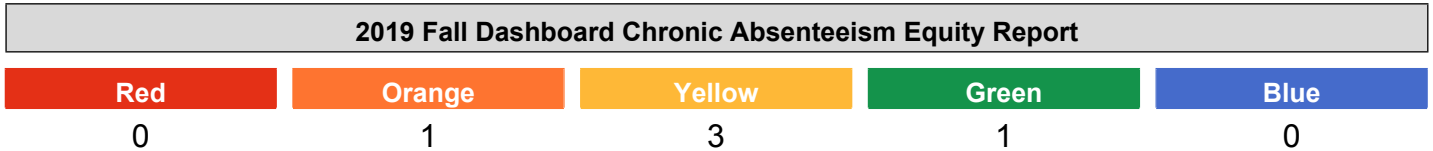
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  Yellow 6.7 Maintained +0.3 1143 | <p>English Learners</p>  Orange 6.3 Increased +1.4 702 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |
| <p>Homeless</p>  Yellow 19.4 Declined -14 31 | <p>Socioeconomically Disadvantaged</p>  Yellow 7 Maintained +0.4 1055 | <p>Students with Disabilities</p>  Green 3.5 Declined -3.8 114 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 6.5 Maintained +0.4 1112 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color 12.5 Declined -11.3 16 |

Conclusions based on this data:

The percentage of students chronically absent is consistent across all subgroups with slight increases in all but English Learners. With a new ORC last year, we put in place consistent attendance programs to decrease these percentages and increase student attendance. The correlation between absenteeism and student academic performance is addressed at parent meetings and with students individually. The move to distance learning seems to have affected students with chronic absenteeism most. Our school counselor, ORC, office staff, teachers and admin are working to reduce the negative effects for these students and get them to engage online. We are also continuing to identify the reasons for absences (both during in person and distance learning) and working with families to remove obstacles to attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

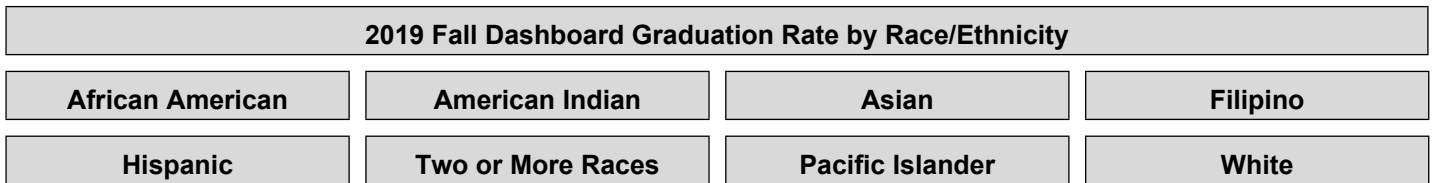
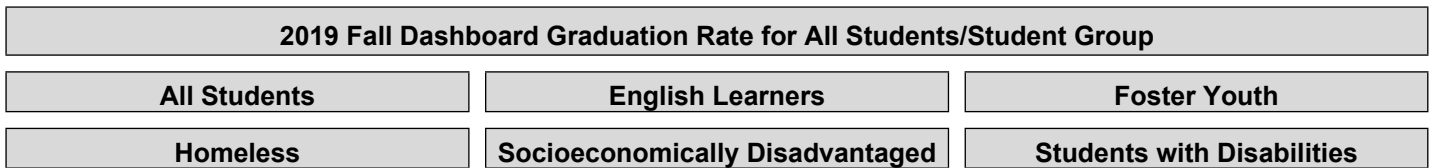
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

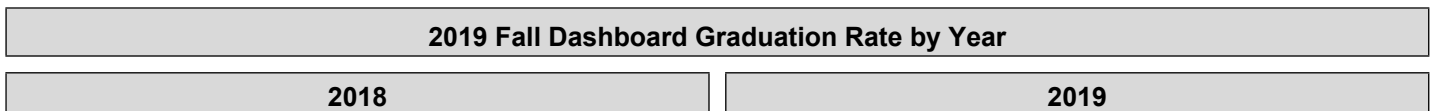
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

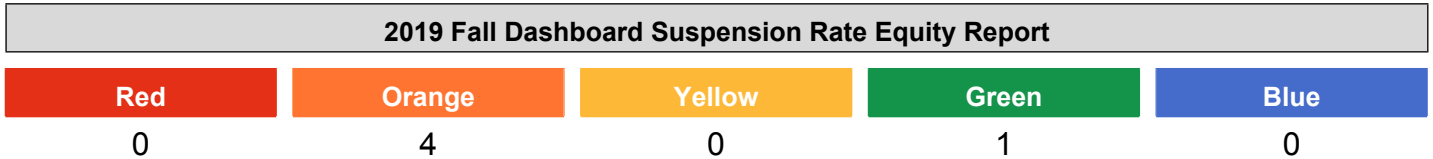
School and Student Performance Data

Conditions & Climate Suspension Rate






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|--|---|
| All Students | English Learners | Foster Youth |
|  Orange 3.2 Increased +1.5 1173 |  Orange 2.8 Increased +1.4 714 | |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|  Orange 3.1 Increased +3.1 32 |  Orange 3.4 Increased +1.7 1079 |  Green 2.6 Declined -0.5 117 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data 8 | |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color Less than 11 Students - Data 5 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 3.2 Increased +1.6 1139 |  No Performance Color Less than 11 Students - Data 3 | |  No Performance Color 5.9 Increased +1.1 17 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 1.7 | 3.2 |

Conclusions based on this data:

The suspension rate has fluctuated over the past few years with slight increases recently with corresponding increases in each subgroup. Our work on school culture, PBIS and restorative justice has decreased the number of office referrals for suspendable offenses over the past two years. However, some of the issues that do come to the office have been previously addressed with other consequences and do require suspension. Unfortunately, the increase in vaping and other activities among middle school students has contributed to this increase. This topic has been addressed with parent groups through ELAC and Coffee with Us/ Cafe con Nosotros meetings and with students in their 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

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 academic standards 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 achieving High Growth as measured by the student growth percentile on STAR 360 Early Literacy Assessment Grade 1: Percentage of students achieving High Growth as measured by the student growth percentile on the STAR 360 Early Literacy Assessment and Math Assessment Grade 2: Percentage of students achieving High Growth as measured by the student growth percentile on the STAR 360 Early Literacy Assessment and Math Assessment Grades 3-8: Percentage of students at Met/Exceeded level on ELA and Math CAASPP. Percentage of students achieving High Growth as | Kindergarten: 33% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment Grade 1: 43% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment 72% at/above CAASPP benchmark level on STAR 360 Math Grade 2: 36% at/above CAASPP benchmark level on STAR 360 Reading 37% at/above CAASPP benchmark level on STAR 360 Math 2019 CAASPP Data: Grade 3: 28% met/exceeded ELA CAASPP 27% met/exceeded Math CAASPP | Kindergarten: As measured by the STAR 360 Early Literacy Test, each class will have a student growth percentile of 66 or more. Grades 1 and 2: As measured by the STAR 360 Early Literacy Test and STAR 360 Math Test, each class will have a student growth percentile of 66 or more. Grades 3 - 8: ELA: The percentage of students scoring at the met/exceeded standards on the ELA CAASPP will increase by 5 percentage points. As measured by the STAR 360 Reading Test, each class will have a student growth percentile of 66 or more. Math: The percentage of students scoring at the |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| measured by the student growth percentile on the STAR 360 Reading and Math assessments. | <p>Grade 4 30% met/exceeded ELA CAASPP 32% met/exceeded Math CAASPP</p> <p>Grade 5 37% met/exceeded ELA CAASPP 17% met/exceeded Math CAASPP</p> <p>Grade 6 33% met/exceeded ELA CAASPP 9% met/exceeded Math CAASPP</p> <p>Grade 7 34% met/exceeded ELA CAASPP 6% met/exceeded Math CAASPP</p> <p>Grade 8 25% met/exceeded ELA CAASPP 8% met/exceeded Math CAASPP</p> | <p>met/exceeded standards on the math CAASPP will increase by 5 percentage points. As measured by the STAR 360 Math Test, each class will have a student growth percentile of 66 or more.</p> <p>English Learners in Grades 3-8: Decrease the percentage of students in the Not Met and Nearly Met levels on the CAASPP by 5 percentage points.</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> |

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 four 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, build common formative assessments, 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)

0

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)

11965

LCFF - Targeted
0001-0999: Unrestricted: Locally Defined
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)

| | |
|-------|---|
| 6863 | LCFF - Intervention 4000-4999: Books And Supplies Cost of books and materials |
| 11215 | Discretionary 4000-4999: Books And Supplies Cost of materials |
| 1000 | LCFF - Targeted 4000-4999: Books And Supplies Materials for art strand |
| 3000 | LCFF - Targeted 4000-4999: Books And Supplies Materials for electives |
| 5621 | LCFF - Targeted 4000-4999: Books And Supplies Cost of books and materials |
| 2038 | Title I 4000-4999: Books And Supplies Cost of 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.

All students in biliteracy program

Strategy/Activity

Students in biliteracy program will learn to speak, read, and write in the targeted languages of Spanish and English in K-6.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| | |
|-------|---|
| 10982 | LCFF - Targeted 4000-4999: Books And Supplies Books and materials to support implementation of DLI units and biliteracy in upper grades |
| 11214 | Title III 2000-2999: Classified Personnel Salaries Extra time for paraprofessional support in Kindergarten DLI classes |

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

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). 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)

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)

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) |
|-----------|--|
| 31000 | Discretionary 4000-4999: Books And Supplies Cost of supplies and equipment |
| 3500 | Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance agreements |
| 2000 | Discretionary 5700-5799: Transfers Of Direct Costs Cost for publications materials |
| 1500 | Discretionary 5800: Professional/Consulting Services And Operating Expenditures Service agreements |
| 3000 | Discretionary 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

Conduct diagnostic assessment for intensive readers and English Learners and provide small group intervention in 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) |
|-----------|--|
| | District Funded 1000-1999: Certificated Personnel Salaries Cost of personnel (Intervention Service Provider) |
| 28716 | Title I 1000-1999: Certificated Personnel Salaries |

Cost of personnel (Intervention Service Provider)

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

Provide extended learning opportunities for targeted intervention and/or enrichment for students in ELA and/or math in grades 1-8.

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)

26323

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Teacher hourly salary for tutoring

8974

Title III
1000-1999: Certificated Personnel Salaries
Teacher hourly salary for tutoring

8824

Title I
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 (ex. IXL and BrainPop)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

25000

LCFF - Targeted

5800: Professional/Consulting Services And Operating Expenditures
Cost of agreements

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)

3618

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Floating substitute to release teachers to meet during SST meetings.

2174

LCFF - Intervention
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 - Intervention 4000-4999: Books And Supplies Incentives to improve student attendance. |
| 3000 | LCFF - Intervention 4000-4999: Books And Supplies Incentives to improve student academic performance. |
| 1795 | Discretionary 1000-1999: Certificated Personnel Salaries Cost of substitutes to release teachers to meet during meetings |
| | Centralized Services 1000-1999: Certificated Personnel Salaries Cost of Counselor |
| | Centralized Services 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, 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 |
| | 4000-4999: Books And Supplies Cost of academic incentives (see action #12) |
| | Centralized Services 2000-2999: Classified Personnel Salaries Cost of computer technician |

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 additional support for small group intervention in grades 1 and 2.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

36512

Source(s)

Title I
2000-2999: Classified Personnel Salaries
Paraprofessional support

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

Conduct IEP meetings including transition meetings for students into kindergarten 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)

8347

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Cost of substitutes

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 and English Learners

Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 7-8. 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) |
|-----------|---|
| 11736 | Title I 2000-2999: Classified Personnel Salaries Cost of AVID tutors |
| 1000 | Discretionary 4000-4999: Books And Supplies Materials for AVID classes |
| 1000 | LCFF - Targeted 5700-5799: Transfers Of Direct Costs Buses for field trips for AVID students |
| 1435 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher rate for extra hours for AVID coordinator |

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 MyON program to all students to download books for independent reading at home and 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) |
|-----------|--|
| | District Funded 5000-5999: Services And Other Operating Expenditures MyOn program |

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 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)

1000-1999: Certificated Personnel Salaries
Teacher hourly rate for extra hours as needed
(see action #2).

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

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 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

Monitor implementation of ELD and support teachers in planning for standards-based 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)

Source(s)

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.

English Learners

Strategy/Activity

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)

8974

Title III
1000-1999: Certificated Personnel Salaries
Teacher hourly salary for tutoring

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 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)

10500

LCFF - Targeted

| | |
|------|--|
| | 5800: Professional/Consulting Services And Operating Expenditures Entrance fees for field trips |
| 7000 | LCFF - Targeted 5700-5799: Transfers Of Direct Costs Transportation costs for field trips |

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 professional development for teachers at conferences and through Canvas leads at each school for technology support in 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) |
|-----------|--|
| 12562 | Title I 5000-5999: Services And Other Operating Expenditures Conference/training registration and fees |

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 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) |
|-----------|-----------|
| | |

1000-1999: Certificated Personnel Salaries
Teacher hourly rate (see action #2).

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 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)

District Funded
1000-1999: Certificated Personnel Salaries
Instructional Specialist

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.

Homeless, Foster and Migrant Students

Strategy/Activity

Administrators, counselors, and/or ORC will conduct home visits for students who are not connecting to classes and/or need additional support in engaging with classes during distance learning and blended instruction models.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000-1999: Certificated Personnel Salaries
School Counselor

2000-2999: Classified Personnel Salaries
ORC

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 conduct meetings (virtual and in-person as needed) with students and parents to support families with issues accessing technology, linking to virtual classes, connecting to Canvas and submitting work online.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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

Administrators, counselor, and/or ORC will conduct Zoom meetings to support parents/families with students who have issues with attendance and who are not submitting 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)

1197

Discretionary
1000-1999: Certificated Personnel Salaries
Counselor 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.

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 costs

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.

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)

1000-1999: Certificated Personnel Salaries
Counselor extra hours (see Goal 1, Action #25)

[Empty box for Amount(s)]

2000-2999: Classified Personnel Salaries
Cost of ORC

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.

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.

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 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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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 closure, we do not have CAASPP data to review. However, after reviewing the STAR 360 results in Fall and Winter of 2019, we found students in grades 2 - 7 were making gains in reading and students in grades 2 -6 were making gains in math. Students in kindergarten and first grade also showed considerable growth on the STAR Early Literacy assessment between Fall and Winter of last year. The data are very encouraging and indicate that actions put in place last year were having a positive effect on student 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.

Teachers have been collaborating this year to ensure that students stay engaged and learning is taking place. Grade level PLC meetings will focus on the Cycle of Inquiry using formative assessment data to help support students. Funding has been allocated so that the collaboration can continue when we return to in person learning. The focus will continue to be on stronger first instruction with increasing depth of knowledge in lessons. We will also focus on writing across the curriculum in all grades. 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 the goal to increase the percentage of students in the met/exceeded band of the CAASPP, we have added the student growth percentile from the STAR 360 assessments. This is an indicator we will be monitoring throughout the year and will help us to monitor students and their growth in all bands. The percentage of students in the not met band has not been moving. Focusing data analysis and discussions in grade level PLC meetings will keep our attention on moving students up throughout the levels. This will help keep discussions focused on strong first instruction, increasing rigor of lessons, and targeted interventions when 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

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 rates Office Referrals California Healthy Kids Survey 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) 9% of 7th grade students have used electronic cigarettes (2019 CHKS data) 4% of 7th grade students are currently using electronic cigarettes (CHKS data) | A. Decrease the office referrals by 10% B. Decrease the suspension rate by 10% C. Build and strengthen relations with Kamala families through parent nights and community-building events. D. Reduce the percentage of students experimenting/using tobacco products 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

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)

District Funded
1000-1999: Certificated Personnel Salaries
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. The specific focus for this year will be on establishing common structures and continuing to implement common expectations in all areas in grades K-8. We will also work with teachers and staff to gain a deeper understanding of STOIC and how that will support student behavior and academic 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
1000-1999: Certificated Personnel Salaries
Cost of ORC & Counselor (see goal #1, action #12)

1000

LCFF - Intervention
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)

4000-4999: Books And Supplies
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. During distance learning, campus assistants continue to provide support to the school, students and families in various capacities including distribution of materials and support in the front 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)

Discretionary
2000-2999: Classified Personnel Salaries
Cost of Campus Assistants

1304

Discretionary
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. During distance learning, teachers continue to work with students to provide support during class breaks so that students can stay linked and engaged for synchronous 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)

1000

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Cost of recess and PE equipment

2000-2999: Classified Personnel Salaries
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. During distance learning, the ASP continues to support students through virtual sessions.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
Cost of program

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)

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)

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

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 costs

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. PE teachers are continuing to provide instruction during distance learning and have modified instruction to support students with lessons and activities 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)

Discretionary
2000-2999: Classified Personnel Salaries
Cost of campus assistants (see action #4)

LCFF - Intervention
4000-4999: Books And Supplies
Cost of equipment (see action #5)

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)

[Empty box for Amount(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. During distance learning, the counselor has been meeting with student groups virtually and with individual students to provide support with connecting to classes, making positive choices in the virtual setting, and with other issues related to distance learning 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)]

District Funded
1000-1999: Certificated Personnel Salaries
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

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: 2019-20

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 staff have been working on building the K-8 school culture with the staff and students. 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 K-8 with clear guidelines for 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.

There are not any major differences between the intended implementation and expenditures. We purchased materials last year for the unstructured (recess) times and were working with the PBIS team and campus assistants to develop our vision of safer recesses during in-person instruction last year and plan to continue this when we return to in-person instruction. 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 to establishing a strong K-8 culture. We have modified our behavior expectations to address the shift to distance learning and are continuing to work with students to encourage engagement and appropriate behavior.

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 were able to meet our goal of decreasing office referrals by 10% and the number of suspensions. With the school closure due to Covid 19 in March, the data are not representative of a full school year. However, the number of suspensions was significantly lower than the previous year. 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, teacher training on behavior monitoring and responses, 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 |
|--|--|---|
| California Healthy Kids Survey (CHKS)- Parent Response Panorama Data | Parental Involvement on the CHKS (2019 data) **Only 6 parents completed the CHKS survey <ul style="list-style-type: none"> 80% of parents responding strongly agreed/agreed that the school allows input and welcomes parents' contributions 80% of parents responding strongly agreed/agreed that the school encourages parents to be an active partner with the school in educating his/her child 80% of parents responding strongly agreed/agreed that the school actively seeks the input of | <ul style="list-style-type: none"> Increase the number of parents completing the CHKS survey to 100 respondents. Increase the percentage of positive responses by 5 percentage points |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|------------------|
| | parents before making important decisions | |

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) |
|-----------|---|
| 652 | Discretionary 2000-2999: Classified Personnel Salaries Child Care |
| 1304 | Title III 2000-2999: Classified Personnel Salaries Child Care |
| 3912 | Discretionary 2000-2999: Classified Personnel Salaries Custodial Extra Help/Subs |
| | Discretionary 1000-1999: Certificated Personnel Salaries Counselor extra hours (see Goal 1, action #28) |

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

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)

Discretionary
2000-2999: Classified Personnel Salaries
Child Care - see action #1

1499

Discretionary
2000-2999: Classified Personnel Salaries
Clerical extra help and 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.

English Learners

Strategy/Activity

Provide adult ESL 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)

Discretionary
2000-2999: Classified Personnel Salaries
Child Care - see 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

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 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

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)

Source(s)

1304

Discretionary
2000-2999: Classified Personnel Salaries
Translation/interpretation services and office extra help

1304

Title III
2000-2999: Classified Personnel Salaries
Translation/interpretation services and office 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

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 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

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)

4710

Title III
5000-5999: Services And Other Operating Expenditures
Conference/training registration and fees

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 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

Supplies and refreshments

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 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 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

Offer distance learning/technology, 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)

10532

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Teacher rate for 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.

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

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: 2019-20

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. We do not have CHKS survey data from last year, but overall response from the classes last year were positive. With the shift to distance learning in the Spring, we were able to conduct SSC, ELAC and PTA meetings via Zoom. This will continue this year as we attempt to reach more parents online.

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 Coffee with the Principal/Cafe con la directora to Coffee with Us/Cafe con Nosotros to be more inclusive and to be representative of the guest speakers that we sometimes have at Cafe con Nosotros. Plans to increase parent response to the CHKS include targeted times during ELAC and Coffee with Us/Cafe con Nosotros. Teachers are also adding parent nights to support parents with the technology necessary during distance learning and the different programs students have been using.

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 be more proactive in parent meetings to get more parent responses on the CHKS.

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 | \$136868 |
| 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 | \$345,106.00 |

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 | \$100,388.00 |
| Title III | \$36,480.00 |

Subtotal of additional federal funds included for this school: \$136,868.00

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 (\$) |
|-------------------------|--------------|
| | \$0.00 |
| Discretionary | \$64,878.00 |
| LCFF - Intervention | \$43,360.00 |
| LCFF - Targeted | \$100,000.00 |

Subtotal of state or local funds included for this school: \$208,238.00

Total of federal, state, and/or local funds for this school: \$345,106.00

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 |
|---------------------|------------|---------|
| Discretionary | 64,878.00 | 0.00 |
| Title I | 100,388.00 | 0.00 |
| Title III | 36,480.00 | 0.00 |
| LCFF - Targeted | 100,000.00 | 0.00 |
| LCFF - Intervention | 43,360.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|------------|
| | 0.00 |
| Discretionary | 64,878.00 |
| LCFF - Intervention | 43,360.00 |
| LCFF - Targeted | 100,000.00 |
| Title I | 100,388.00 |
| Title III | 36,480.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|----------------|-----------|
| | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Discretionary | 2,992.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 8,671.00 |
| 4000-4999: Books And Supplies | Discretionary | 46,215.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 3,500.00 |
| 5700-5799: Transfers Of Direct Costs | Discretionary | 2,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Discretionary | 1,500.00 |

| | | |
|---|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 26,323.00 |
| 4000-4999: Books And Supplies | LCFF - Intervention | 17,037.00 |
| 0001-0999: Unrestricted: Locally Defined | LCFF - Targeted | 11,965.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 23,932.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 20,603.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF - Targeted | 8,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Targeted | 35,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 37,540.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 48,248.00 |
| 4000-4999: Books And Supplies | Title I | 2,038.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 12,562.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 17,948.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 13,822.00 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 4,710.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 316,585.00 |
| Goal 2 | 3,304.00 |
| Goal 3 | 25,217.00 |

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 |
|--------------------|----------------------------|
| Jodi Nocero | Principal |
| Yesenia Cedillo | Other School Staff |
| Suzanne Grajeda | Classroom Teacher |
| Rhiannon Kingston | Classroom Teacher |
| Danielle Wickenden | Classroom Teacher |
| Irene Ortega | Parent or Community Member |
| Olivia Mendoza | Parent or Community Member |
| Mirian Martinez | Parent or Community Member |
| Patricia Vargas | Parent or Community Member |
| Cristina Esparza | 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 10-2-2020.

Attested:

| | |
|---|---|
|  | Principal, Jodi Nocero on 10-2-2020 |
|  | SSC Chairperson, Rhiannon Kingston on 10-2-2020 |

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](#)

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[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 12, 2020 | November 13, 2018 |

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 academic success. Our focus is to facilitate opportunities and experiences for our students to be inspired and empowered to be decision makers and ultimately be productive citizens in a diverse culture. Together we promote that our students are well rounded children prepared for the 21st Century. 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 a Student Leadership Group 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.

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). We integrate technology into instruction, strive to meet the needs of all students, provide students with social-emotional support and develop our Academic Strand Focus 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.

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 at least monthly in order to improve instructional practice. This professional development is provided by administration, teacher leaders, and visitors to campus. 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.

We have instituted an Academic Strand Focus of Communication, Art and Technology (CAT). We have lessons and units based on these themes in order to expand opportunities for student learning and engagement. Through the Strand Focus Units, students are engaged in creative and innovative activities that allow them to feel successful. This focus also allows students to feel success in a variety of ways. We have an art teacher who works with our middle school students through an elective course, but also who teaches all of our elementary students through lessons every other week.

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. AVID strategies are also shared with the full K-8 staff. 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-5 in order to promote multiculturalism, bilingualism and biliteracy. We follow a 50:50 model (Spanish/English) in all grades. Students in Kindergarten, 1st, and 2nd 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. With the our new schedules, there is additional teacher collaboration time. ELD instruction is integrated into all subjects and taught during designated ELD instructional time. These students are closely monitored during grade level meetings, student monitoring conferences and through the MTSS process. Teachers have received specific professional development in strategies which are designed to assist students in their acquisition of English.

Additional programs and tools are used in order to provide our students with various learning opportunities. Accelerated Reader helps students to hone their comprehension skills and encourage a love of reading. All students are using Core 5 to support their own individual needs for language arts from Kindergarten to 5th grade and Power UP to support middle school students. Teachers continue to receive training on the use of iPads and share ideas with each other. They also teach digital citizenship to students throughout the year.

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. We have also added in remedial electives for Math for our middle school students.

Our MTSS model includes processes to identify and assist students who are not making necessary academic gains and/or are having social-emotional issues. We have biweekly MTSS meetings in which admin, support staff, Special Education staff review grade level student data and discuss possible action items to address student need. 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 Teams 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). 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.

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. 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)

Lemonwood students did not make growth in the 18/19 school year. Due to COVID-19, we do not have any recent CAASPP or ELPAC data. Therefore, we will 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.

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 reflect on reading and writing 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.

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. Site Principals function as instructional leaders.

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 achievement. 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 Reading Specialist and students in grades 3-5 may receive assistance from the ISP. Students in grade 6-8 may receive support through elective class options of ELD, Applied Skills, Remedial Reading, or Remedial Math courses.

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.

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-2 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, 2020. In August-October, 2020 we continued our analysis as we looked over CAASPP scores. The group was actively involved in fine-tuning the metrics of goal 1, and with determining the activities that supported the goal. Our PBIS team reviewed the data from the California Healthy Kids Survey in August, and in August-October, 2019, helped to create the metrics and activities to support Goals 2 and 3. All staff members were given the goals, metrics and activities and encouraged to provide input in October, 2020. Our School Site Council, with the input of our ELAC, reviewed end of year data in June, 2020 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.

Due to funding cuts for 2020-2021, positions have had to be eliminated. The site techs were eliminated, however a district team of techs was composed. Our site is provided with 3 days of support for students, parents, 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | % | 0% | | | 0 |
| African American | 0.12% | % | 0.46% | 1 | | 4 |
| Asian | % | % | 0% | | | 0 |
| Filipino | 1.64% | % | 2.3% | 14 | | 20 |
| Hispanic/Latino | 95.77% | % | 94.72% | 816 | | 825 |
| Pacific Islander | % | % | 0.11% | | | 1 |
| White | 2.23% | % | 2.07% | 19 | | 18 |
| Multiple/No Response | % | % | 0.34% | | | 0 |
| Total Enrollment | | | | 852 | | 871 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 96 | | 92 |
| Grade 1 | 91 | | 81 |
| Grade 2 | 102 | | 97 |
| Grade 3 | 86 | | 93 |
| Grade 4 | 104 | | 92 |
| Grade 5 | 103 | | 93 |
| Grade 6 | 101 | | 102 |
| Grade 7 | 87 | | 107 |
| Grade 8 | 82 | | 114 |
| Total Enrollment | 852 | | 871 |

Conclusions based on this data:

The majority of our students are Hispanic/Latino. In addition, the number of students at our school continues to rise. We dropped in enrollment at the start of construction (for the 16/17 school year), and it has been on the rise as we regain our students. 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 506 | | | 58.1% |
| Fluent English Proficient (FEP) | | | 253 | | | 29.0% |
| Reclassified Fluent English Proficient (RFEP) | | | 80 | | | 15.5% |

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 school closures, it is increasing important for our students to receive focus skills intervention to mitigate the learning loss the school closure created. Our staff will consistently review instructional data for our English Learners and provide interventions to our students so that they are can attain the proficiency levels necessary to be reclassified. We believe that as our instruction becomes more targeted on focus skills, our English Learners will mitigate the learning loss from COVID-19 as well as be reclassified with English proficiency.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 108 | 89 | 92 | 108 | 89 | 91 | 108 | 89 | 91 | 100 | 100 | 98.9 |
| Grade 4 | 105 | 105 | 91 | 105 | 104 | 91 | 105 | 104 | 91 | 100 | 99 | 100 |
| Grade 5 | 104 | 105 | 98 | 104 | 105 | 96 | 104 | 105 | 96 | 100 | 100 | 98 |
| Grade 6 | 87 | 105 | 103 | 87 | 104 | 103 | 87 | 104 | 103 | 100 | 99 | 100 |
| Grade 7 | 88 | 91 | 114 | 88 | 89 | 114 | 88 | 89 | 114 | 100 | 97.8 | 100 |
| Grade 8 | 69 | 81 | 89 | 69 | 81 | 89 | 69 | 81 | 89 | 100 | 100 | 100 |
| All Grades | 561 | 576 | 587 | 561 | 572 | 584 | 561 | 572 | 584 | 100 | 99.3 | 99.5 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2356. | 2400. | 2370. | 5.56 | 12.36 | 10.99 | 11.11 | 22.47 | 12.09 | 28.70 | 28.09 | 26.37 | 54.63 | 37.08 | 50.55 |
| Grade 4 | 2399. | 2392. | 2425. | 5.71 | 4.81 | 14.29 | 19.05 | 13.46 | 17.58 | 14.29 | 20.19 | 15.38 | 60.95 | 61.54 | 52.75 |
| Grade 5 | 2438. | 2451. | 2442. | 0.96 | 4.76 | 6.25 | 22.12 | 24.76 | 13.54 | 25.96 | 22.86 | 33.33 | 50.96 | 47.62 | 46.88 |
| Grade 6 | 2456. | 2462. | 2475. | 1.15 | 0.96 | 2.91 | 16.09 | 17.31 | 20.39 | 31.03 | 33.65 | 36.89 | 51.72 | 48.08 | 39.81 |
| Grade 7 | 2491. | 2467. | 2463. | 4.55 | 0.00 | 0.00 | 20.45 | 17.98 | 15.79 | 32.95 | 28.09 | 28.95 | 42.05 | 53.93 | 55.26 |
| Grade 8 | 2483. | 2533. | 2495. | 1.45 | 4.94 | 4.49 | 11.59 | 28.40 | 15.73 | 34.78 | 40.74 | 31.46 | 52.17 | 25.93 | 48.31 |
| All Grades | N/A | N/A | N/A | 3.39 | 4.55 | 6.16 | 16.93 | 20.45 | 15.92 | 27.27 | 28.50 | 28.94 | 52.41 | 46.50 | 48.97 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.48 | 15.73 | 13.19 | 31.48 | 52.81 | 36.26 | 62.04 | 31.46 | 50.55 |
| Grade 4 | 7.62 | 10.58 | 19.78 | 40.95 | 37.50 | 37.36 | 51.43 | 51.92 | 42.86 |
| Grade 5 | 3.85 | 6.67 | 6.25 | 47.12 | 52.38 | 44.79 | 49.04 | 40.95 | 48.96 |
| Grade 6 | 2.30 | 4.81 | 4.85 | 43.68 | 47.12 | 42.72 | 54.02 | 48.08 | 52.43 |
| Grade 7 | 13.64 | 5.62 | 1.75 | 34.09 | 39.33 | 35.96 | 52.27 | 55.06 | 62.28 |
| Grade 8 | 4.35 | 14.81 | 6.74 | 31.88 | 51.85 | 42.70 | 63.77 | 33.33 | 50.56 |
| All Grades | 6.42 | 9.44 | 8.39 | 38.50 | 46.68 | 39.90 | 55.08 | 43.88 | 51.71 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 1.85 | 12.36 | 4.40 | 43.52 | 43.82 | 40.66 | 54.63 | 43.82 | 54.95 |
| Grade 4 | 0.95 | 4.81 | 8.79 | 45.71 | 35.58 | 47.25 | 53.33 | 59.62 | 43.96 |
| Grade 5 | 7.69 | 11.43 | 5.21 | 40.38 | 46.67 | 43.75 | 51.92 | 41.90 | 51.04 |
| Grade 6 | 3.45 | 1.92 | 3.88 | 36.78 | 43.27 | 49.51 | 59.77 | 54.81 | 46.60 |
| Grade 7 | 4.55 | 4.49 | 6.14 | 59.09 | 42.70 | 47.37 | 36.36 | 52.81 | 46.49 |
| Grade 8 | 1.45 | 8.64 | 8.99 | 42.03 | 56.79 | 44.94 | 56.52 | 34.57 | 46.07 |
| All Grades | 3.39 | 7.17 | 6.16 | 44.56 | 44.41 | 45.72 | 52.05 | 48.43 | 48.12 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 3.70 | 11.24 | 10.99 | 58.33 | 74.16 | 54.95 | 37.96 | 14.61 | 34.07 |
| Grade 4 | 6.67 | 3.85 | 12.09 | 43.81 | 64.42 | 59.34 | 49.52 | 31.73 | 28.57 |
| Grade 5 | 2.88 | 8.57 | 8.33 | 65.38 | 55.24 | 55.21 | 31.73 | 36.19 | 36.46 |
| Grade 6 | 5.75 | 4.81 | 7.77 | 64.37 | 52.88 | 66.02 | 29.89 | 42.31 | 26.21 |
| Grade 7 | 4.55 | 1.12 | 2.63 | 57.95 | 56.18 | 55.26 | 37.50 | 42.70 | 42.11 |
| Grade 8 | 2.90 | 7.41 | 3.37 | 65.22 | 69.14 | 61.80 | 31.88 | 23.46 | 34.83 |
| All Grades | 4.46 | 6.12 | 7.36 | 58.65 | 61.54 | 58.73 | 36.90 | 32.34 | 33.90 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 7.41 | 13.48 | 8.79 | 48.15 | 61.80 | 48.35 | 44.44 | 24.72 | 42.86 |
| Grade 4 | 9.52 | 5.77 | 14.29 | 47.62 | 42.31 | 40.66 | 42.86 | 51.92 | 45.05 |
| Grade 5 | 6.73 | 13.33 | 12.50 | 46.15 | 44.76 | 38.54 | 47.12 | 41.90 | 48.96 |
| Grade 6 | 3.45 | 9.62 | 11.65 | 51.72 | 62.50 | 54.37 | 44.83 | 27.88 | 33.98 |
| Grade 7 | 7.95 | 10.11 | 2.63 | 54.55 | 46.07 | 42.98 | 37.50 | 43.82 | 54.39 |
| Grade 8 | 2.90 | 18.52 | 10.23 | 53.62 | 55.56 | 47.73 | 43.48 | 25.93 | 42.05 |
| All Grades | 6.60 | 11.54 | 9.78 | 49.91 | 51.92 | 45.45 | 43.49 | 36.54 | 44.77 |

Conclusions based on this data:

Due to COVID-19 School Closures, conclusions remain the same. However, action plan has shifted to support our current learning environment.

At Lemonwood, the number of students performing at the standards met/exceeded (combined) decreased from 17/18 to 18/19. It is noted that students increased in the exceeded category. Our claim data also shows drops in the percent above standard, but is higher than two years ago in this category.

As a result of this, our instructional staff has targeted focus areas to support language arts skills. Our Site Instructional Leadership Team will read and focus on the Pathways to the Common Core book as a guiding text.

Additionally, we will start a 3-year professional development series that will focus on Writing across content areas. We will also be reflecting on data at least monthly to guide instruction, intervention, and enrichment.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 108 | 89 | 92 | 108 | 89 | 90 | 108 | 89 | 90 | 100 | 100 | 97.8 |
| Grade 4 | 105 | 105 | 91 | 105 | 104 | 91 | 105 | 104 | 91 | 100 | 99 | 100 |
| Grade 5 | 104 | 105 | 98 | 104 | 105 | 96 | 104 | 105 | 96 | 100 | 100 | 98 |
| Grade 6 | 87 | 105 | 103 | 87 | 105 | 103 | 87 | 105 | 103 | 100 | 100 | 100 |
| Grade 7 | 88 | 92 | 114 | 88 | 89 | 114 | 88 | 89 | 114 | 100 | 96.7 | 100 |
| Grade 8 | 69 | 81 | 89 | 69 | 81 | 89 | 69 | 81 | 89 | 100 | 100 | 100 |
| All Grades | 561 | 577 | 587 | 561 | 573 | 583 | 561 | 573 | 583 | 100 | 99.3 | 99.3 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2379. | 2400. | 2373. | 1.85 | 3.37 | 4.44 | 17.59 | 31.46 | 17.78 | 29.63 | 28.09 | 24.44 | 50.93 | 37.08 | 53.33 |
| Grade 4 | 2415. | 2409. | 2431. | 1.90 | 0.96 | 4.40 | 18.10 | 11.54 | 19.78 | 30.48 | 37.50 | 37.36 | 49.52 | 50.00 | 38.46 |
| Grade 5 | 2427. | 2436. | 2422. | 1.92 | 4.76 | 2.08 | 6.73 | 12.38 | 3.13 | 26.92 | 20.95 | 26.04 | 64.42 | 61.90 | 68.75 |
| Grade 6 | 2401. | 2424. | 2455. | 0.00 | 0.00 | 4.85 | 3.45 | 0.95 | 10.68 | 12.64 | 27.62 | 30.10 | 83.91 | 71.43 | 54.37 |
| Grade 7 | 2462. | 2430. | 2428. | 1.14 | 0.00 | 0.00 | 9.09 | 5.62 | 2.63 | 35.23 | 20.22 | 20.18 | 54.55 | 74.16 | 77.19 |
| Grade 8 | 2459. | 2479. | 2444. | 2.90 | 1.23 | 0.00 | 7.25 | 9.88 | 6.74 | 17.39 | 27.16 | 16.85 | 72.46 | 61.73 | 76.40 |
| All Grades | N/A | N/A | N/A | 1.60 | 1.75 | 2.57 | 10.87 | 11.69 | 9.78 | 26.02 | 27.05 | 25.73 | 61.50 | 59.51 | 61.92 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 9.26 | 15.73 | 11.11 | 34.26 | 43.82 | 30.00 | 56.48 | 40.45 | 58.89 |
| Grade 4 | 10.48 | 4.81 | 7.69 | 29.52 | 27.88 | 35.16 | 60.00 | 67.31 | 57.14 |
| Grade 5 | 5.77 | 10.48 | 3.13 | 22.12 | 19.05 | 15.63 | 72.12 | 70.48 | 81.25 |
| Grade 6 | 1.15 | 0.95 | 4.85 | 9.20 | 17.14 | 28.16 | 89.66 | 81.90 | 66.99 |
| Grade 7 | 2.27 | 3.37 | 0.00 | 25.00 | 14.61 | 14.04 | 72.73 | 82.02 | 85.96 |
| Grade 8 | 2.90 | 2.47 | 2.25 | 27.54 | 30.86 | 22.47 | 69.57 | 66.67 | 75.28 |
| All Grades | 5.70 | 6.28 | 4.63 | 24.96 | 25.13 | 23.84 | 69.34 | 68.59 | 71.53 |

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 5.56 | 8.99 | 7.78 | 50.93 | 49.44 | 40.00 | 43.52 | 41.57 | 52.22 |
| Grade 4 | 2.86 | 3.85 | 6.59 | 37.14 | 31.73 | 41.76 | 60.00 | 64.42 | 51.65 |
| Grade 5 | 0.96 | 2.86 | 2.08 | 31.73 | 31.43 | 27.08 | 67.31 | 65.71 | 70.83 |
| Grade 6 | 0.00 | 0.95 | 4.85 | 18.39 | 26.67 | 39.81 | 81.61 | 72.38 | 55.34 |
| Grade 7 | 2.27 | 1.12 | 1.75 | 44.32 | 30.34 | 28.07 | 53.41 | 68.54 | 70.18 |
| Grade 8 | 2.90 | 2.47 | 3.37 | 27.54 | 53.09 | 26.97 | 69.57 | 44.44 | 69.66 |
| All Grades | 2.50 | 3.32 | 4.29 | 35.83 | 36.30 | 33.79 | 61.68 | 60.38 | 61.92 |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 0.00 | 6.74 | 10.00 | 50.00 | 58.43 | 42.22 | 50.00 | 34.83 | 47.78 |
| Grade 4 | 5.71 | 3.85 | 6.59 | 43.81 | 42.31 | 49.45 | 50.48 | 53.85 | 43.96 |
| Grade 5 | 1.92 | 2.86 | 2.08 | 32.69 | 45.71 | 31.25 | 65.38 | 51.43 | 66.67 |
| Grade 6 | 0.00 | 0.00 | 6.80 | 28.74 | 34.29 | 37.86 | 71.26 | 65.71 | 55.34 |
| Grade 7 | 3.41 | 1.12 | 0.88 | 51.14 | 53.93 | 40.35 | 45.45 | 44.94 | 58.77 |
| Grade 8 | 1.45 | 2.47 | 0.00 | 40.58 | 55.56 | 43.82 | 57.97 | 41.98 | 56.18 |
| All Grades | 2.14 | 2.79 | 4.29 | 41.35 | 47.64 | 40.65 | 56.51 | 49.56 | 55.06 |

Conclusions based on this data:

Due to COVID-19 School Closures, conclusions remain the same. However, action plan has shifted to support our current learning environment.

At Lemonwood, the number of students performing at the standards met/exceeded (combined) decreased from 17/18 to 18/19. It is noted that students increased in the exceeded category, although the percentage is still low. Concepts and procedures were the most challenging area for our students this past year, which is a change from prior years. We did see an increase in students communicating their reasoning, which may be due to a heightened emphasis in many classes with the Mathematical Mindset framework.

As a result, our Site Instructional Leadership Team will focus on and read Pathways to the Common Core as means by which to support standards-based first instruction.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1427.0 | | 1437.4 | | 1402.7 | | 63 |
| Grade 1 | | 1461.4 | | 1463.4 | | 1458.9 | | 84 |
| Grade 2 | | 1483.0 | | 1477.2 | | 1488.3 | | 83 |
| Grade 3 | | 1476.5 | | 1465.6 | | 1487.0 | | 61 |
| Grade 4 | | 1517.7 | | 1499.7 | | 1535.1 | | 51 |
| Grade 5 | | 1533.3 | | 1526.9 | | 1539.3 | | 31 |
| Grade 6 | | 1531.6 | | 1529.4 | | 1533.4 | | 30 |
| Grade 7 | | 1521.1 | | 1510.6 | | 1531.2 | | 24 |
| Grade 8 | | 1551.5 | | 1543.2 | | 1559.3 | | 19 |
| All Grades | | | | | | | | 446 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 9.52 | | 47.62 | | 30.16 | | 12.70 | | 63 |
| 1 | | 15.48 | | 36.90 | | 33.33 | | 14.29 | | 84 |
| 2 | | 15.66 | | 43.37 | | 30.12 | | 10.84 | | 83 |
| 3 | | 3.28 | | 39.34 | | 37.70 | | 19.67 | | 61 |
| 4 | | 13.73 | | 62.75 | | 17.65 | | 5.88 | | 51 |
| 5 | | 22.58 | | 54.84 | | 22.58 | | 0.00 | | 31 |
| 6 | | 13.33 | | 50.00 | | 36.67 | | 0.00 | | 30 |
| 7 | | 0.00 | | 54.17 | | 33.33 | | 12.50 | | 24 |
| 8 | | 10.53 | | 52.63 | | 31.58 | | 5.26 | | 19 |
| All Grades | | 12.11 | | 46.64 | | 30.49 | | 10.76 | | 446 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 19.05 | | 41.27 | | 25.40 | | 14.29 | | 63 |
| 1 | | 23.81 | | 34.52 | | 34.52 | | 7.14 | | 84 |
| 2 | | 24.10 | | 43.37 | | 26.51 | | 6.02 | | 83 |
| 3 | | 13.11 | | 37.70 | | 24.59 | | 24.59 | | 61 |
| 4 | | 27.45 | | 54.90 | | 11.76 | | 5.88 | | 51 |
| 5 | | 45.16 | | 35.48 | | 19.35 | | 0.00 | | 31 |
| 6 | | 33.33 | | 43.33 | | 23.33 | | 0.00 | | 30 |
| 7 | | 25.00 | | 41.67 | | 20.83 | | 12.50 | | 24 |
| 8 | | 42.11 | | 36.84 | | 5.26 | | 15.79 | | 19 |
| All Grades | | 25.11 | | 41.03 | | 23.99 | | 9.87 | | 446 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 7.94 | | 38.10 | | 49.21 | | 4.76 | | 63 |
| 1 | | 14.29 | | 28.57 | | 34.52 | | 22.62 | | 84 |
| 2 | | 12.05 | | 44.58 | | 20.48 | | 22.89 | | 83 |
| 3 | | 0.00 | | 29.51 | | 47.54 | | 22.95 | | 61 |
| 4 | | 19.61 | | 45.10 | | 29.41 | | 5.88 | | 51 |
| 5 | | 3.23 | | 22.58 | | 70.97 | | 3.23 | | 31 |
| 6 | | 3.33 | | 26.67 | | 60.00 | | 10.00 | | 30 |
| 7 | | 0.00 | | 25.00 | | 58.33 | | 16.67 | | 24 |
| 8 | | 5.26 | | 42.11 | | 47.37 | | 5.26 | | 19 |
| All Grades | | 8.97 | | 34.75 | | 41.26 | | 15.02 | | 446 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 20.63 | | 71.43 | | 7.94 | | 63 |
| 1 | | 50.00 | | 42.86 | | 7.14 | | 84 |
| 2 | | 28.92 | | 62.65 | | 8.43 | | 83 |
| 3 | | 11.48 | | 60.66 | | 27.87 | | 61 |
| 4 | | 21.57 | | 74.51 | | 3.92 | | 51 |
| 5 | | 6.45 | | 87.10 | | 6.45 | | 31 |
| 6 | | 26.67 | | 66.67 | | 6.67 | | 30 |
| 7 | | 0.00 | | 79.17 | | 20.83 | | 24 |
| 8 | | 21.05 | | 73.68 | | 5.26 | | 19 |
| All | | 24.89 | | 64.57 | | 10.54 | | 446 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 30.16 | | 49.21 | | 20.63 | | 63 |
| 1 | | 14.29 | | 71.43 | | 14.29 | | 84 |
| 2 | | 16.87 | | 73.49 | | 9.64 | | 83 |
| 3 | | 24.59 | | 52.46 | | 22.95 | | 61 |
| 4 | | 33.33 | | 56.86 | | 9.80 | | 51 |
| 5 | | 74.19 | | 19.35 | | 6.45 | | 31 |
| 6 | | 33.33 | | 60.00 | | 6.67 | | 30 |
| 7 | | 54.17 | | 33.33 | | 12.50 | | 24 |
| 8 | | 31.58 | | 52.63 | | 15.79 | | 19 |
| All Grades | | 28.92 | | 57.17 | | 13.90 | | 446 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 0.00 | | 92.06 | | 7.94 | | 63 |
| 1 | | 34.52 | | 35.71 | | 29.76 | | 84 |
| 2 | | 12.05 | | 65.06 | | 22.89 | | 83 |
| 3 | | 0.00 | | 55.74 | | 44.26 | | 61 |
| 4 | | 15.69 | | 70.59 | | 13.73 | | 51 |
| 5 | | 9.68 | | 80.65 | | 9.68 | | 31 |
| 6 | | 0.00 | | 53.33 | | 46.67 | | 30 |
| 7 | | 4.17 | | 41.67 | | 54.17 | | 24 |
| 8 | | 10.53 | | 52.63 | | 36.84 | | 19 |
| All Grades | | 11.88 | | 61.21 | | 26.91 | | 446 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 52.38 | | 36.51 | | 11.11 | | 63 |
| 1 | | 14.29 | | 67.86 | | 17.86 | | 84 |
| 2 | | 13.25 | | 71.08 | | 15.66 | | 83 |
| 3 | | 19.67 | | 68.85 | | 11.48 | | 61 |
| 4 | | 25.49 | | 70.59 | | 3.92 | | 51 |
| 5 | | 9.68 | | 87.10 | | 3.23 | | 31 |
| 6 | | 36.67 | | 63.33 | | 0.00 | | 30 |
| 7 | | 4.17 | | 83.33 | | 12.50 | | 24 |
| 8 | | 5.26 | | 94.74 | | 0.00 | | 19 |
| All Grades | | 21.75 | | 67.49 | | 10.76 | | 446 |

Conclusions based on this data:

Conclusions are based on 18-19 results due to COVID-19 School Closure. However, based on the data, most of our students struggle the most with the reading domain. This is aligned with our universal screening tool, STAR 360 as well. As a result, we will focus on targeting our English Learner Reading Skills in order to improve their overall score, which will provide them with the opportunity to be reclassified as English proficient. In addition to targeting focus skills in our first instruction, we will provide students with additional support via learning software and intervention support.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 844 | 84.2 | 61.3 | 0.2 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 517 | 61.3 |
| Foster Youth | 2 | 0.2 |
| Homeless | 8 | 0.9 |
| Socioeconomically Disadvantaged | 711 | 84.2 |
| Students with Disabilities | 81 | 9.6 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 4 | 0.5 |
| Filipino | 15 | 1.8 |
| Hispanic | 805 | 95.4 |
| Two or More Races | 3 | 0.4 |
| White | 17 | 2.0 |





Conclusions based on this data:

We have a very high number of students who are Socioeconomically Disadvantaged. In addition, the vast majority of our students are Hispanic. Our Special Education program (Students with Disabilities) is a program that has been increasing in the past years as well. Students in that program are representative of the makeup of our school. This data indicates that not only should our instruction be culturally relevant, but our resources should focus on providing opportunities for our students of poverty as they require more supports. For example, this year we will have a series for parents, providing them with resources to support balanced literacy at home. We understand that through the Equity lens, our Hispanic and Socioeconomically disadvantaged students needs additional supports to access their instructional programs.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 506 857 537">Yellow</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1336 537">Orange</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="305 703 362 735">Red</p> | | |

Conclusions based on this data:

In Language Arts, while our students are still significantly below standard, our English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities subgroups all saw growth from the 16/17 school year to the 17/18 school year. In Mathematics, students in our English Learners, Hispanic, and Socioeconomically Disadvantaged subgroups maintained, where our Students with Disabilities subgroup saw some growth. We saw improvement with lowering our numbers of chronic absenteeism. With student suspension, our numbers in 16/17 had dropped from 3.8% to 1%. In 17/18, we went back to 3.5%. We have put behavior plans in place for our Students with Disabilities who were being suspended so that alternate methods can be used before suspension. Upon conclusions remain the same due to COVID-19 school closures

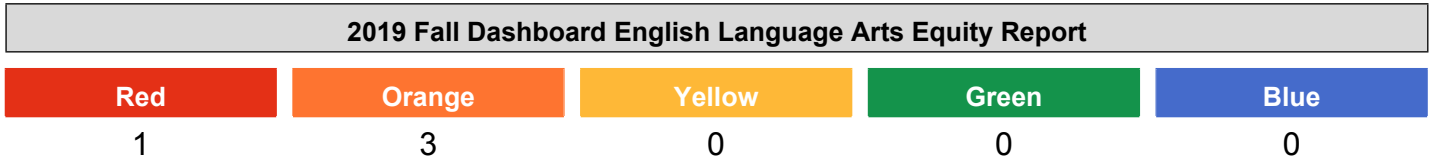
School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p> <p>Orange</p> <p>63.2 points below standard</p> <p>Declined -4.2 points</p> <p>561</p> | <p>English Learners</p> <p>Red</p> <p>71.5 points below standard</p> <p>Declined -5.3 points</p> <p>470</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p> | <p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>66.3 points below standard</p> <p>Declined -4.3 points</p> <p>481</p> | <p>Students with Disabilities</p> <p>Orange</p> <p>136.6 points below standard</p> <p>Increased ++11.5 points</p> <p>74</p> |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 37 points above standard 12 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 65.9 points below standard Declined -5.2 points 545 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 110.7 points below standard Maintained -2.4 points 204 | 41.5 points below standard Declined -8.4 points 266 | 40.7 points below standard Increased ++6.3 points 59 |

Conclusions based on this data:

In Language Arts, while our students are still significantly below standard, our English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities subgroups all saw growth from the 16/17 school year to the 17/18 school year. We will continue to implement evidence-based instructional practices that are based on the Common Core State Standards. In addition, we will continue to work with our English Learners during both designated and integrated time to increase their English proficiency. Staff will work to collaborate regarding our students with disabilities so that the students are supported in their resource setting as well as the general education setting. Students will have scaffolds in place to support their English instruction or their IEP goals. With all students, we will continue to work on providing rigorous instruction, incorporating in Depth of Knowledge and a Growth Mindset. Teachers will be collaborating about writing activities and assessments, and will put particular emphasis on writing through the content areas. Teachers will also be trained in AVID Critical Reading strategies across grade levels and content areas.

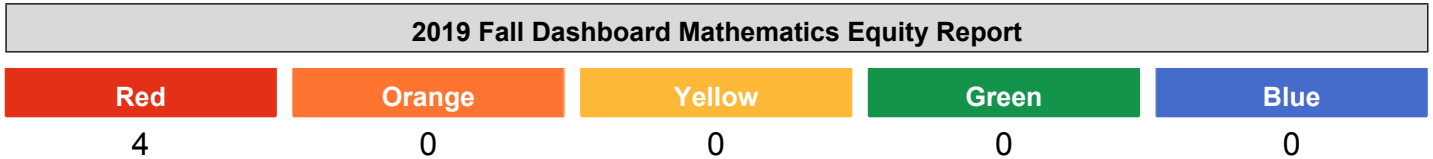
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  Red 98.8 points below standard Declined -3.6 points 560 | <p>English Learners</p>  Red 103.6 points below standard Declined -5.5 points 469 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 | <p>Socioeconomically Disadvantaged</p>  Red 101.6 points below standard Declined -4.6 points 480 | <p>Students with Disabilities</p>  Red 170.1 points below standard Declined -3.6 points 74 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|------------------|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | | |  No Performance Color 6.7 points below standard 12 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Red 101.4 points below standard Declined -4.3 points 544 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 128.1 points below standard Declined -7.9 points 204 | 84.7 points below standard Declined -4 points 265 | 94.5 points below standard Increased ++5.7 points 59 |

Conclusions based on this data:

Due to COVID-19 School Closures, conclusions remain the same. However, action plan has shifted to support our current learning environment.

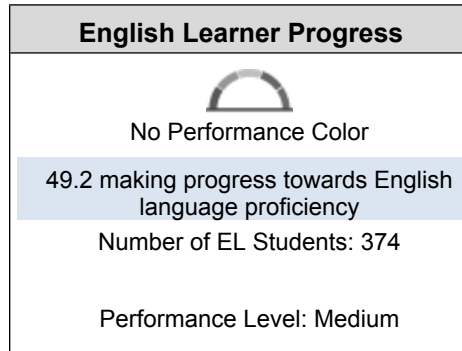
In Mathematics, while our students are still significantly below standard, our English Learners, Hispanic, and Socioeconomically Disadvantaged maintained, while our Students with Disabilities subgroup saw growth from the 16/17 school year to the 17/18 school year. With all of our students, we will continue to focus on evidence based strategies that support our Common Core State Standards. Students with disabilities will be supported through collaboration between the special education staff and the general education staff as they provide appropriate scaffolds in the general education classrooms. Oracy development and writing will be a focus area for our students as we work to develop writing skills in math as a way to explain thinking through the Mathematical Mindset approach.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 16.0 | 34.7 | 3.4 | 45.7 |

Conclusions based on this data:

With English Learners, we expect that the numbers aren't heavy at a level 4, as those students are typically ones that are reclassified. Having Level 2-3 scores is more common. We are continuing to support students who remain at those levels without growth and are providing targeted intervention and designated ELD to move their language acquisition forward.

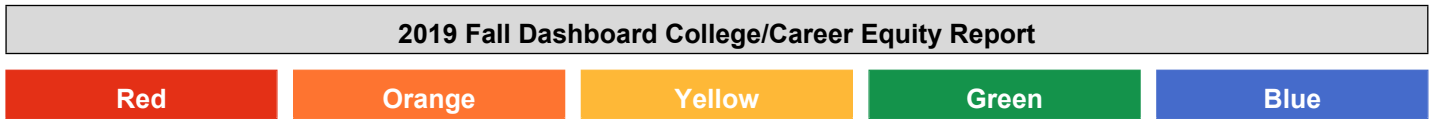
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

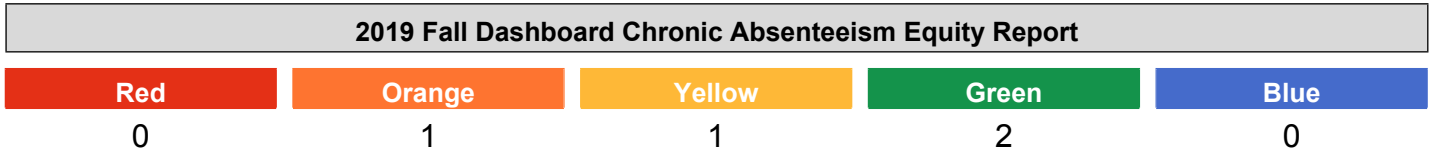
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p>  Yellow 4.4 Increased +0.7 885 | <p>English Learners</p>  Green 3.9 Declined -0.7 537 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| <p>Homeless</p>  No Performance Color 11.8 Declined -6.4 17 | <p>Socioeconomically Disadvantaged</p>  Green 4.2 Maintained +0.2 761 | <p>Students with Disabilities</p>  Orange 10.6 Increased +2.3 113 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color 11.1 Increased +11.1 18 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 4.4 Increased +0.6 840 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color 0 Declined -5.3 20 |

Conclusions based on this data:

We have high attendance numbers at Lemonwood in general. Students who are chronically absent from school are ones where we have created individual contracts and high levels of communication with parents for support. With the COVID-19 school closures, we have seen an increase of absenteeism. As a result, we are in constant communication with families in order to provide support to parents and students. Our ORC and School Counselor collaborate with admin and teachers in order to provide resources and support to groups of students as a whole or individually. Additionally, we collaborate with teachers on a regular basis to determine if school-wide systems can be put in place to promote high attendance for our previously chronic students and/or students whom are now absent on a more chronic basis.

School and Student Performance Data

Academic Engagement Graduation Rate

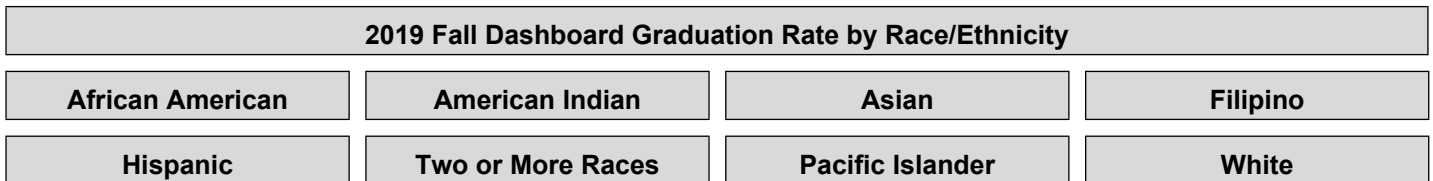
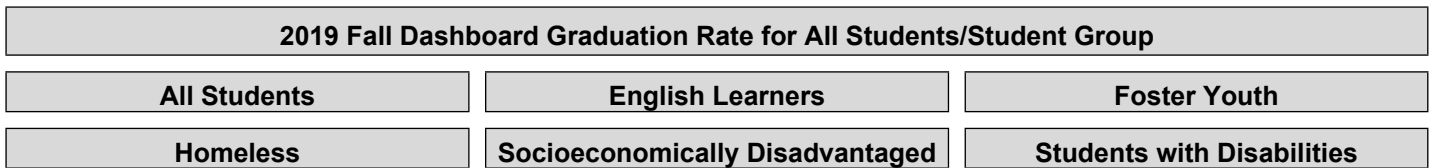
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

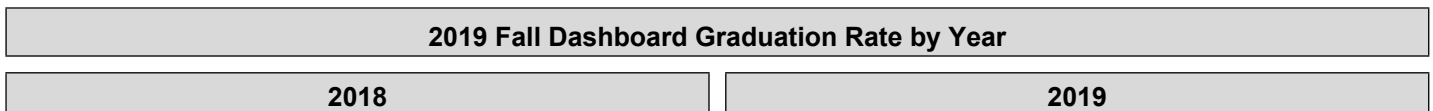
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

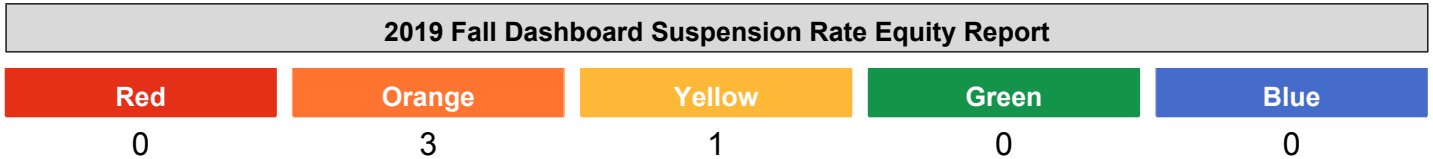
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  Orange 4.3 Increased +0.8 903 | <p>English Learners</p>  Yellow 2.4 Maintained -0.2 546 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 |
| <p>Homeless</p>  No Performance Color 4.8 Declined -11.9 21 | <p>Socioeconomically Disadvantaged</p>  Orange 4.1 Increased +0.4 776 | <p>Students with Disabilities</p>  Orange 7.7 Declined -1.8 117 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|------------------|--|
|  No Performance Color Less than 11 Students - Data 4 | | |  No Performance Color 10.5 Increased +10.5 19 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 4.3 Increased +0.7 857 |  No Performance Color Less than 11 Students - Data 3 | |  No Performance Color 0 Maintained 0 20 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 3.5 | 4.3 |

Conclusions based on this data:

Our suspension rate increased by almost 1%. In review of the suspension data, we concluded that early identification of Social Emotional Needs as well as supporting staff with de-escalation techniques would positively impact our suspension rate. Intervention provided to students before we see an escalation would benefit our students tremendously in this area.

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 academic standards in reading and mathematics, with an emphasis on writing across content areas.

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 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>2020-2021 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: 58.4% of students scored Above or Typical Growth</p> <p>Math: 51.1% of students scored Above or Typical Growth</p> <p>Early Literacy: 59.9% of students scored Above or Typical Growth</p> <p>Proficiency Rate: Reading: 26.6% 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>Grade-Level Goal: 50% of students will improve my 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: 23.8% of students estimated to score at or above proficiency benchmark</p> <p>Math Spanish: 62.4% of students estimated to score at or above the district proficiency benchmark</p> <p>Early Literacy: 35.3% of students estimated to score at or above the proficiency benchmark</p> <p>Early Literacy Spanish: 57.4% 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

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 (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)

Source(s)

25000

LCFF - Intervention
5800: Professional/Consulting Services And
Operating Expenditures
Professional Development

13000

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.

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 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

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) |
|-----------|---|
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries |
| 0 | District Funded 2000-2999: Classified Personnel Salaries Classified Salaries |
| 0 | District Funded 3000-3999: Employee Benefits Benefits for RSP teachers and paraprofessionals |

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)

No funding required

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.

Dual Language

Strategy/Activity

Implementation of Dual Language Program for grades K-5 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

Monitor academic progress in ELA, 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. Intervention to mitigate the COVID-19 learning loss will be taught by classroom teachers, intervention teacher (ISP) and Resource Teacher (when applicable).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded

| | |
|---|--|
| | 1000-1999: Certificated Personnel Salaries Certificated Salaries: Teachers |
| 0 | District Funded 3000-3999: Employee Benefits Certificated Benefits |
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Intervention Support Provider |

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) |
|-----------|---|
| 0 | District Funded 2000-2999: Classified Personnel Salaries Site Tech Salary |
| 0 | District Funded 3000-3999: Employee Benefits Classified Benefits |
| 3500.00 | Discretionary 4000-4999: Books And Supplies Computer Equipment and Software |

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 as well as integrated strand focus of Communication, Arts, 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) |
|-----------|--|
| 44739 | Discretionary 4000-4999: Books And Supplies Materials and Supplies |
| 8010 | Title I 4000-4999: Books And Supplies Materials and Supplies |
| 5316 | LCFF - Intervention 4000-4999: Books And Supplies Warehouse Charges |
| 29457 | LCFF - Intervention 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.

Students with insecure housing

Strategy/Activity

Access to classroom to attend synchronous and complete asynchronous 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) |
|-----------|--|
| 0 | District Funded None Specified Connected Program (OSD and ASP) |

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) | Source(s) |
|-----------|---|
| 2804.00 | Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance Agreements |
| 5352.00 | LCFF - Targeted 5700-5799: Transfers Of Direct Costs Publication/Graphics costs |
| 450.00 | Discretionary 5000-5999: Services And Other Operating Expenditures Rentals, Leases, and Repairs |

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.

All students with significant learning loss due to COVID-19 in 3rd through 8th grades

Strategy/Activity

Intersession instruction during schedule school breaks to mitigate learning loss

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 15000 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher - Extra Help Salaries |
| 3286 | LCFF - Targeted 3000-3999: Employee Benefits Teacher Benefits |
| 15000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher - Extra Help Salaries |
| 3287 | LCFF - Intervention 3000-3999: Employee Benefits Teacher Benefits |

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 with significant learning loss due to COVID-19

Strategy/Activity

Para-educator support to 1st and 2nd grade students in ELA, SLA, and Math to mitigate learning loss 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) |
|-----------|---|
| 23838 | Title I 2000-2999: Classified Personnel Salaries Salaries - Paraprofessionals |
| 7915 | Title I 3000-3999: Employee Benefits Paraprofessional Benefits |
| 5617 | Title III 2000-2999: Classified Personnel Salaries Salaries - Paraprofessionals |
| 1520 | Title III 3000-3999: Employee Benefits Paraprofessional Benefits |

| | |
|------|---|
| 5455 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Salaries - Paraprofessionals |
| 1767 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Paraprofessional 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.

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) |
|-----------|-----------|

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) |
|-----------|-----------|

| | |
|------|---|
| 2500 | LCFF - Intervention None Specified 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.

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.

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)

0

Source(s)

District Funded

| | |
|------|--|
| | 2000-2999: Classified Personnel Salaries Library Tech - Salary |
| 0 | District Funded 3000-3999: Employee Benefits Library Tech - Benefits |
| 6837 | Title I 4000-4999: Books And Supplies Library Books and Materials |
| 2830 | Title III 4000-4999: Books And Supplies ELD Classroom Libraries |

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.

Targeted English Learners

Strategy/Activity

English Language Development Intercession

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 9625 | Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help/Tutoring |
| 2109 | Title III 1000-1999: Certificated Personnel Salaries 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

Online Learning Platforms enhancing first instruction and also addressing COVID-19 Learning Loss (Lexia, Accelerated Learning, ST 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) |
|-----------|---|
| 5000 | LCFF - Intervention 7000-7439: Other Outgo |
| 0 | District Funded None Specified Lexia, Accelerated Reader, MyOn, and ST Math |

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.

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 note taking, critical reading, and comprehension 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) |
|-----------|--|
| 13251 | Title I 2000-2999: Classified Personnel Salaries AVID Tutor salaries |
| 4179 | Title I 3000-3999: Employee Benefits AVID Tutor benefits |

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

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)

0

Source(s)

District Funded
Professional Development and Training 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.

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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teacher Liaison - Salary

0

District Funded
3000-3999: Employee Benefits
Teacher Liaison - Benefits

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

Professional Development-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)

4750

Source(s)

Title I

5800: Professional/Consulting Services And Operating Expenditures

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.

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.

All students

Strategy/Activity

Learning Management System (CANVAS) Lead 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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teacher Canvas Support and Training

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.

Math and Science Teachers

Strategy/Activity

Instructional Specialists 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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Instructional Specialist - Salary

0

District Funded
3000-3999: Employee Benefits
Instructional Specialist - Benefits

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.

3rd-5th Grade Targeted Students

Strategy/Activity

Literature through Art 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)

0

Source(s)

District Funded
Strand Art 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.

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.

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.

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 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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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. Our goal of meeting a 55 SGP in STAR Early Literacy, Reading, and Math was reached only with Grade 1 (Early Literacy). While individual students saw tremendous growth, it did not happen grade level or school wide.

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 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 | 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%. |

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

250.00

Discretionary
1000-1999: Certificated Personnel Salaries
Counselor - Extra Hours Salary

52.00

Discretionary
3000-3999: Employee Benefits
Counselor - Extra Hours 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

Staff will fully implement our ROAR school wide expectations in all grade levels, using all components for Positive Behavior Support, which will include a distance learning positive student engagement 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)

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)

[Empty input box for Amount(s)]

No funding needed

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 (Fire, Lockdown, Earthquake and Evacuation Drills). 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)

[Empty input box for Amount(s)]

No funding needed

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 funding required

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 for 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)

No funding required

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 will be monitored. Incentives for good attendance 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)

Source(s)

2000

LCFF - Intervention

4000-4999: Books And Supplies
Materials and Supplies for attendance
incentives

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.

Social Emotional Art Program

Strategy/Activity

School Counselor and Art Teacher will provide lessons for 5th-8th 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)

500

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
SEL through Art Professional Development

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.

0

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

Students are referred through the MTSS process (CoST, SST) for the counselor to work with individual students and/or small groups in social development, emotional, and psychological concerns.

Students also receive Tier I support through classroom lessons given 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)

0

Discretionary
1000-1999: Certificated Personnel Salaries
Counselor Salary

0

District Funded
3000-3999: Employee Benefits
Counselor - 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

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)

0

District Funded
2000-2999: Classified Personnel Salaries
ORC Salary

0

District Funded
3000-3999: Employee Benefits
ORC -- 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.

All students

Strategy/Activity

Staff supports PBIS "Caught you ROARing" tickets and prizes for 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)

1,000.00

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Materials and Supplies for behavior incentives
and postcards

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

Student dietary needs are supported through the use of our school salad bar and healthy eating choices.

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)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
CNS Salary

0

District Funded
3000-3999: Employee Benefits
CNS - Benefits

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.

Middle School Students

Strategy/Activity

6th, 7th, and 8th grade students will participate in the tobacco use prevention program, Friday Night Live (FNL). FNL advisors will receive 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)

[Empty box for Amount(s)]

Source(s)

No funding needed

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, staff and parents will participate in the California Healthy Kids Survey, California School Staff Survey, and 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)]

No copies needed

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

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)

[Empty box for Amount(s)]

See Goal #1, Activity #16 for assembly funding allocation

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

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)

400.00

Source(s)

Discretionary
5000-5999: Services And Other Operating
Expenditures
Shredding Services

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: 2019-20

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 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 |
|--|---|--|
| California Healthy Kids' Survey Completion | In 2018/19, Lemonwood had 4 parents respond to the California Healthy Kids' Survey (CHKS). | At least 100 parents will complete the California Healthy Kids' Survey in Spring, 2020. |
| Survey Responses - Parental Involvement | In 2018/19, we did not have a significant number of respondents for adequate data to be gathered. | Based on 19/20 CHKS survey, at least 90% of parents will respond "agree" or "strongly agree" in the following categories: Allowing Input/Welcoming Parent Contributions Encouraging parents to be an active partner with the school in educating their child Seeking input from parents before making important decisions |
| Survey Responses - Parental Involvement | In 2018/19, we did not have a significant number of respondents for adequate data to be gathered. | Based on 19/20 CHKS survey, at least 60% of parents will have attended the following: |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|--|
| | | A school or class event A general school meeting A regularly scheduled parent/teacher conference |

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)

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)

| | |
|--|---|
| | Classified Extra Help for translations - See Goal #3, Activity #1 for extra help allocation |
| | Classified Babysitting - See Goal #3, Activity #1 for babysitting allocation |
| | Refreshments - See Goal #3, Activity #1 for refreshment allocation |

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 will offer parent workshops (Triple P, Parent Project) which will focus on parenting skills and will be conducted by a community agency and supported by the school's 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)

Classified Salaries - ORC - See Goal #2, Activity #11 for ORC allocation

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

This series of five, one hour workshops, designed to support caregivers and the community at large in supporting the children of the community in leveraging literacy in everyday life learning moments that are extended beyond the traditional school day. The framework for each session will include a first hand experience (storytelling, acting out a story, etc.) and tips for how to include literacy

learning at home in practical ways. The goal of this series is to strengthen the partnership of caregivers and teachers so that all children receive a team of support.

Session 1: Talking at Home, Session 2: Reading at Home, Session 3: Writing at Home, Session 4: Playing at Home, Session 5: Play as a Change Agent

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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

Source(s)

Title III
5800: Professional/Consulting Services And
Operating Expenditures

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 funding required

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.

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 for ORC salary allocation

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 for Counselor salary allocation

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)

0

District Funded
2000-2999: Classified Personnel Salaries
Mixteco Translator Salary

0

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.

English Learners

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.

All students

Strategy/Activity

Parents will be invited to a parent/teacher conference in the fall. 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)

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

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 funding required

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

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 funding required

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.

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)]

See Goal #1, Activity #23 for After School Program Allocation

[Empty box for Amount(s)]

See Goal #1, Activity #24 for After School Program Liaison Allocation

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 offer parent workshops (Project to Inspire) 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)

Source(s)

Classified Salaries - ORC - See Goal #2, Activity #11 for ORC allocation

Babysitting - See Goal #3, Activity #1 for babysitting allocation

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.

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)

2000

Discretionary
2000-2999: Classified Personnel Salaries
Clerical Sub Cost/OT

1975

Title III
2000-2999: Classified Personnel Salaries
Translation

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.

All students

Strategy/Activity

Students will be provided with a folder in grades K-3, and/or agenda in grades 2-8 for daily home/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)

Source(s)

See Goal #1, Activity #31 for folder/agenda funding allocation

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: 2019-20

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 | \$111,956.00 |
| 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 | \$285,571.00 |

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 | \$82,280.00 |
| Title III | \$29,676.00 |

Subtotal of additional federal funds included for this school: \$111,956.00

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 (\$) |
|-------------------------|-------------|
| | \$0.00 |
| Discretionary | \$54,195.00 |
| District Funded | \$0.00 |
| LCFF - Intervention | \$88,560.00 |
| LCFF - Targeted | \$30,860.00 |

Subtotal of state or local funds included for this school: \$173,615.00

Total of federal, state, and/or local funds for this school: \$285,571.00

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 |
|---------------------|--------|---------|
| Discretionary | 54,195 | 0.00 |
| Title I | 82280 | 0.00 |
| Title III | 29,676 | 0.00 |
| LCFF - Targeted | 30860 | 0.00 |
| LCFF - Intervention | 88,560 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| | 0.00 |
| Discretionary | 54,195.00 |
| District Funded | 0.00 |
| LCFF - Intervention | 88,560.00 |
| LCFF - Targeted | 30,860.00 |
| Title I | 82,280.00 |
| Title III | 29,676.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|-----------|
| | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Discretionary | 250.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 2,000.00 |
| 3000-3999: Employee Benefits | Discretionary | 52.00 |
| 4000-4999: Books And Supplies | Discretionary | 48,239.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 3,654.00 |

| | | |
|---|---------------------|-----------|
| | District Funded | 0.00 |
| | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 0.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 0.00 |
| 3000-3999: Employee Benefits | District Funded | 0.00 |
| None Specified | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 15,000.00 |
| 3000-3999: Employee Benefits | LCFF - Intervention | 3,287.00 |
| 4000-4999: Books And Supplies | LCFF - Intervention | 37,773.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Intervention | 25,000.00 |
| 7000-7439: Other Outgo | LCFF - Intervention | 5,000.00 |
| None Specified | LCFF - Intervention | 2,500.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 15,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 7,222.00 |
| 3000-3999: Employee Benefits | LCFF - Targeted | 3,286.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF - Targeted | 5,352.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 37,089.00 |
| 3000-3999: Employee Benefits | Title I | 12,094.00 |
| 4000-4999: Books And Supplies | Title I | 14,847.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title I | 18,250.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 11,734.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 7,592.00 |
| 3000-3999: Employee Benefits | Title III | 1,520.00 |
| 4000-4999: Books And Supplies | Title III | 2,830.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title III | 6,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 271,394.00 |
| Goal 2 | 4,202.00 |
| Goal 3 | 9,975.00 |

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 |
| Michelle Robledo-Canchola | Classroom Teacher |
| Gracie Almanza | Other School Staff |
| Elsa Garcia | Parent or Community Member |
| Maria del Carmen Antonio | Parent or Community Member |
| Rosa Maria Torres | Parent or Community Member |
| Guadalupe Perez | Parent or Community Member |
| Rosana Gomez | 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 12, 2020.

Attested:

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

[Clear](#)

MRE

[Clear](#)

Marcelo Suenca

- 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 14, 2019

Attested:

[Clear](#)

[Signature]

[Clear](#)

MRE

Principal, _____ on 10-19-2020

SSC Chairperson, _____ on 10-19-2020

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 | September 29, 2020 | November 4, 2020 |

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 has increased to around 900 students. Lopez Academy was previously known as Haydock Academy, with the new name commencing for the 2020-21 school year.

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 classes, two moderate to severe 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. This schedule has been modified to meet the temporary requirements in place for our current distance learning environment. 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 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 School Plan will also serve to detail the actions and expenditures related to the Comprehensive Support and Improvement (CSI) program. Lopez was officially removed from the CSI program during the spring of 2020, but is still allocating the accompanying funding which can be found in this plan. 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 will include 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.

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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. Observations continue during distance learning via zoom sessions. The purpose of these 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 admin 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. 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. Lopez administers the California Healthy Kids Survey annually for our 7th grade students, with the results helping us design and implement an effective program to address the overall school climate and to ensure that our school continues to offer a safe learning environment for all of our students. 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 3 times 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, teachers will have a minimum of 1-2 hours weekly to meet within their PLC/content teams to analyze data.

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. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. A DLI (Dual Language Immersion) Director works directly with teachers to support biliteracy instruction. This year the DLI program has expanded to student cohorts in grades 6 and 7 at Lopez Academy. Site Principals function as instructional leaders.

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 meetings every Wednesday. Additional funding is provided from several funding sources through 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 Restorative Justice. Additional time will be necessary for the 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. Our current instructional minutes are aligned to meet the current distance learning guidelines/requirements from the California Department of Education.

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 developing 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 August 31st.

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 special education students to access grade level content standards with their non special education peer students. We recognize that the most effective way to address the needs of under performing 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 under performing 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. 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 the CAASPP test, and are therefore a focus area for the school. An instructional assistant position is funded to support designated ELD classes during the 2020-2021 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 utilize the IPAD technology available to students to plan and deliver highly engaging and rigorous curriculum. The Lopez teachers are in the early phases of implementing school "instructional rounds" to observe and identify other areas of growth for the school site. Initially the plan was for full implementation of Instructional Rounds Professional Development this school year, but that plan has been postponed until we resume a normal in-person schedule. Additionally, all teachers at Lopez have at least 4 hours monthly to collaborate with their department/grade level peers to discuss student progress, analyze data, and target instruction towards standards mastery. 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 including the winter and spring showcases, and the Haydock Vision Expo and College Fair that highlights project-based learning and Lopez's commitment to helping students become college ready. 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 school year as we are still in a distance/hybrid learning model.

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 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.

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 (Title I, Title III, and LCFF), will be reviewed and approved by the School Site Council. School site council must approve all Title 1 and Title 3 expenditures. 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. Lopez had a large number of first and second year teachers last school year. While these teachers received ample support and guidance, this has an impact on instruction. 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. Lowering the chronic absenteeism rate and increasing the overall school wide ADA will continue to be a focus area in the 2020-21 SPSA. 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 2020-21 school year. 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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | % | 0% | | | 0 |
| African American | 0.95% | % | 0.88% | 9 | | 8 |
| Asian | 0.11% | % | 0.11% | 1 | | 1 |
| Filipino | 1.16% | % | 1.55% | 11 | | 14 |
| Hispanic/Latino | 94.31% | % | 94.48% | 895 | | 855 |
| Pacific Islander | 0.32% | % | 0.22% | 3 | | 2 |
| White | 2.74% | % | 2.54% | 26 | | 23 |
| Multiple/No Response | % | % | 0.22% | | | 0 |
| Total Enrollment | | | | 949 | | 905 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Grade 6 | 330 | | 294 |
| Grade 7 | 321 | | 304 |
| Grade 8 | 298 | | 307 |
| Total Enrollment | 949 | | 905 |

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 just under 900 students. Our enrollment by grade level is fairly consistent, with approximately 300 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 261 | | | 28.8% |
| Fluent English Proficient (FEP) | | | 442 | | | 48.8% |
| Reclassified Fluent English Proficient (RFEP) | | | 47 | | | 17.7% |

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the English Language Proficiency Assessment for California (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year. Other school and local assessment results reflect those administered during the 2019-20 school year. 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 2018-19 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. While the percentage of English Learner students scoring "met standards" is low, there were 39 EL students that had positive movement on the ELA summative test, and only 5 students that had negative movement. In mathematics, 17 students showed positive movement while 16 had negative movement. The academic performance of our Lopez Academy English Learner students is a high priority with specific subgoals within this plan.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 312 | 325 | 300 | 309 | 324 | 297 | 309 | 324 | 297 | 99 | 99.7 | 99 |
| Grade 7 | 296 | 311 | 306 | 294 | 308 | 305 | 294 | 308 | 305 | 99.3 | 99 | 99.7 |
| Grade 8 | 279 | 293 | 298 | 277 | 293 | 292 | 277 | 293 | 292 | 99.3 | 100 | 98 |
| All Grades | 887 | 929 | 904 | 880 | 925 | 894 | 880 | 925 | 894 | 99.2 | 99.6 | 98.9 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2441. | 2431. | 2460. | 0.65 | 1.23 | 4.04 | 11.33 | 10.80 | 16.50 | 31.39 | 26.23 | 33.67 | 56.63 | 61.73 | 45.79 |
| Grade 7 | 2473. | 2464. | 2482. | 3.74 | 1.95 | 2.30 | 17.01 | 18.18 | 20.98 | 27.89 | 25.32 | 30.16 | 51.36 | 54.55 | 46.56 |
| Grade 8 | 2492. | 2495. | 2515. | 2.17 | 4.44 | 3.77 | 20.22 | 20.48 | 26.71 | 29.96 | 24.23 | 31.85 | 47.65 | 50.85 | 37.67 |
| All Grades | N/A | N/A | N/A | 2.16 | 2.49 | 3.36 | 16.02 | 16.32 | 21.36 | 29.77 | 25.30 | 31.88 | 52.05 | 55.89 | 43.40 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2.27 | 3.40 | 4.38 | 40.78 | 34.88 | 41.08 | 56.96 | 61.73 | 54.55 |
| Grade 7 | 8.84 | 6.82 | 5.57 | 39.12 | 34.42 | 40.00 | 52.04 | 58.77 | 54.43 |
| Grade 8 | 7.58 | 8.87 | 9.25 | 37.18 | 33.11 | 46.23 | 55.23 | 58.02 | 44.52 |
| All Grades | 6.14 | 6.27 | 6.38 | 39.09 | 34.16 | 42.39 | 54.77 | 59.57 | 51.23 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 1.29 | 1.54 | 6.73 | 36.57 | 27.16 | 44.11 | 62.14 | 71.30 | 49.16 |
| Grade 7 | 6.80 | 6.49 | 6.89 | 43.54 | 41.88 | 48.52 | 49.66 | 51.62 | 44.59 |
| Grade 8 | 3.97 | 6.83 | 6.85 | 43.68 | 39.25 | 53.08 | 52.35 | 53.92 | 40.07 |
| All Grades | 3.98 | 4.86 | 6.82 | 41.14 | 35.89 | 48.55 | 54.89 | 59.24 | 44.63 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2.59 | 2.78 | 4.71 | 53.07 | 50.31 | 58.59 | 44.34 | 46.91 | 36.70 |
| Grade 7 | 5.44 | 3.57 | 2.62 | 47.96 | 41.23 | 58.69 | 46.60 | 55.19 | 38.69 |
| Grade 8 | 3.97 | 10.58 | 8.90 | 63.18 | 51.54 | 60.62 | 32.85 | 37.88 | 30.48 |
| All Grades | 3.98 | 5.51 | 5.37 | 54.55 | 47.68 | 59.28 | 41.48 | 46.81 | 35.35 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 5.50 | 6.17 | 14.48 | 41.75 | 44.14 | 46.13 | 52.75 | 49.69 | 39.39 |
| Grade 7 | 10.88 | 8.44 | 12.13 | 42.86 | 42.53 | 51.15 | 46.26 | 49.03 | 36.72 |
| Grade 8 | 11.91 | 14.68 | 18.15 | 44.77 | 45.05 | 48.97 | 43.32 | 40.27 | 32.88 |
| All Grades | 9.32 | 9.62 | 14.88 | 43.07 | 43.89 | 48.77 | 47.61 | 46.49 | 36.35 |

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the English Language Proficiency Assessment for California (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year. The primary means for improving student achievement will be through good first instruction. Intervention before, during and after the school day are necessary to provide support to students not meeting standard. An emphasis will be placed to utilize professional learning communities within and across departments/grades to analyze data to determine what students need to make progress towards state content standards in the area of English-Language Arts. Student achievement will be measured through a variety of data points, including smarter balanced CAASPP summative assessments, STAR 360 math and reading scores, ELPAC scores. It should also be noted that there was a significant increase in writing scores for all grade levels, with the school improving from 47% to 59% of students scoring "At or Near Standard." While data about school climate is not necessarily found in this section, we do include several goals and activities to support a continued improvement in the area of school culture, suspension rates, and attendance as these all have an effect on overall student achievement.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 312 | 324 | 300 | 309 | 316 | 297 | 309 | 316 | 297 | 99 | 97.5 | 99 |
| Grade 7 | 296 | 310 | 306 | 293 | 304 | 304 | 293 | 304 | 304 | 99 | 98.1 | 99.3 |
| Grade 8 | 279 | 293 | 299 | 277 | 284 | 293 | 277 | 284 | 293 | 99.3 | 96.9 | 98 |
| All Grades | 887 | 927 | 905 | 879 | 904 | 894 | 879 | 904 | 894 | 99.1 | 97.5 | 98.8 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2422. | 2422. | 2445. | 1.29 | 0.95 | 3.70 | 5.50 | 7.28 | 8.42 | 23.95 | 22.15 | 30.30 | 69.26 | 69.62 | 57.58 |
| Grade 7 | 2447. | 2441. | 2450. | 4.78 | 3.29 | 2.30 | 6.83 | 9.54 | 11.51 | 24.57 | 21.71 | 25.33 | 63.82 | 65.46 | 60.86 |
| Grade 8 | 2461. | 2458. | 2474. | 3.61 | 4.93 | 5.12 | 8.66 | 7.39 | 8.53 | 19.49 | 18.31 | 24.23 | 68.23 | 69.37 | 62.12 |
| All Grades | N/A | N/A | N/A | 3.19 | 2.99 | 3.69 | 6.94 | 8.08 | 9.51 | 22.75 | 20.80 | 26.62 | 67.12 | 68.14 | 60.18 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2.27 | 2.53 | 6.40 | 16.83 | 18.99 | 26.94 | 80.91 | 78.48 | 66.67 |
| Grade 7 | 7.51 | 5.59 | 4.93 | 17.06 | 19.08 | 22.04 | 75.43 | 75.33 | 73.03 |
| Grade 8 | 7.22 | 5.63 | 6.16 | 19.49 | 19.37 | 25.34 | 73.29 | 75.00 | 68.49 |
| All Grades | 5.57 | 4.54 | 5.82 | 17.75 | 19.14 | 24.75 | 76.68 | 76.33 | 69.43 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 2.27 | 0.95 | 3.37 | 29.13 | 28.16 | 32.32 | 68.61 | 70.89 | 64.31 |
| Grade 7 | 5.46 | 5.26 | 4.28 | 34.13 | 35.53 | 35.53 | 60.41 | 59.21 | 60.20 |
| Grade 8 | 4.33 | 8.80 | 6.14 | 25.99 | 35.21 | 32.76 | 69.68 | 55.99 | 61.09 |
| All Grades | 3.98 | 4.87 | 4.59 | 29.81 | 32.85 | 33.56 | 66.21 | 62.28 | 61.86 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 6 | 1.29 | 4.11 | 2.69 | 33.98 | 28.48 | 38.38 | 64.72 | 67.41 | 58.92 |
| Grade 7 | 5.80 | 3.29 | 2.96 | 44.71 | 44.74 | 47.37 | 49.49 | 51.97 | 49.67 |
| Grade 8 | 5.78 | 5.99 | 7.51 | 40.07 | 33.45 | 43.00 | 54.15 | 60.56 | 49.49 |
| All Grades | 4.21 | 4.42 | 4.36 | 39.48 | 35.51 | 42.95 | 56.31 | 60.07 | 52.68 |

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year. The primary means for improving student achievement will be through good first instruction. Intervention Intervention will also serve to support students that are struggling to meet grade level mathematics standards.. On the 2018-19 CAASPP administration, Lopez students made progress in the area of mathematics, but this is still an area of concern. One positive note is that the 8th graders during the 18-19 school year doubled the number of students scoring "met standards" as compared to the same cohort scores in 6th grade. Overall math scores increased in all three grade levels from the year prior. 6th grade scores grew from 8% met standards or above to 12%. Seventh grade scores grew from 13% met standard or above to 14%, while 8th grade scores grew from 12% to 14% meeting standards or above. All grade levels had a noticeable decrease in the percent of students below standard with an overall drop from 68% to 60%. An emphasis will be placed on moving all students, but particularly English Learners, from the not met standard band to the nearly met or met band. One other data point that will be analyzed to measure success is the "distance from met" which gives an overall summary of how students are progressing in the area of mathematics as measured by the CAASPP summative assessment.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade 6 | | 1518.7 | | 1508.7 | | 1528.3 | | 83 |
| Grade 7 | | 1526.6 | | 1518.0 | | 1534.7 | | 76 |
| Grade 8 | | 1543.4 | | 1531.4 | | 1554.9 | | 68 |
| All Grades | | | | | | | | 227 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 10.84 | | 48.19 | | 32.53 | | 8.43 | | 83 |
| 7 | | 7.89 | | 43.42 | | 35.53 | | 13.16 | | 76 |
| 8 | | 7.35 | | 52.94 | | 33.82 | | 5.88 | | 68 |
| All Grades | | 8.81 | | 48.02 | | 33.92 | | 9.25 | | 227 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 25.30 | | 49.40 | | 15.66 | | 9.64 | | 83 |
| 7 | | 26.32 | | 38.16 | | 27.63 | | 7.89 | | 76 |
| 8 | | 17.65 | | 54.41 | | 23.53 | | 4.41 | | 68 |
| All Grades | | 23.35 | | 47.14 | | 22.03 | | 7.49 | | 227 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 1.20 | | 34.94 | | 42.17 | | 21.69 | | 83 |
| 7 | | 2.63 | | 25.00 | | 50.00 | | 22.37 | | 76 |
| 8 | | 7.35 | | 38.24 | | 41.18 | | 13.24 | | 68 |
| All Grades | | 3.52 | | 32.60 | | 44.49 | | 19.38 | | 227 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 21.69 | | 59.04 | | 19.28 | | 83 |
| 7 | | 13.16 | | 64.47 | | 22.37 | | 76 |
| 8 | | 14.71 | | 70.59 | | 14.71 | | 68 |
| All | | 16.74 | | 64.32 | | 18.94 | | 227 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 32.53 | | 55.42 | | 12.05 | | 83 |
| 7 | | 39.47 | | 53.95 | | 6.58 | | 76 |
| 8 | | 41.18 | | 54.41 | | 4.41 | | 68 |
| All Grades | | 37.44 | | 54.63 | | 7.93 | | 227 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 1.20 | | 50.60 | | 48.19 | | 83 |
| 7 | | 5.26 | | 48.68 | | 46.05 | | 76 |
| 8 | | 10.29 | | 48.53 | | 41.18 | | 68 |
| All Grades | | 5.29 | | 49.34 | | 45.37 | | 227 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| 6 | | 27.71 | | 68.67 | | 3.61 | | 83 |
| 7 | | 2.63 | | 92.11 | | 5.26 | | 76 |
| 8 | | 2.94 | | 94.12 | | 2.94 | | 68 |
| All Grades | | 11.89 | | 84.14 | | 3.96 | | 227 |

Conclusions based on this data:

It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year. Lopez administers the yearly English Language Proficiency Assessments for California (ELPAC) to all English Learner students, but this did not occur during the 2019-20 year due to the COVID pandemic. Last year would have been the third year of ELPAC administration so there is only two years of longitudinal data. The ELPAC is administered during the OSD testing window which generally occurs in the spring. Students that arrive from outside of the United States are

administered the initial ELPAC test to assess whether they qualify as an English Learner, and to assess their ability in the domains of Listening, Speaking, Reading, and Writing. Students that take the ELPAC are given an overall level of 1,2,3, or 4 in each of the domains, and an overall score with 4 being the highest possible score. During the 2018-19 year, Lopez had 44 students score a "4" overall. 138 students scored "3," 100 scored "2," and 36 students scored a "1" overall. The ELPAC is one of the data points, along with STAR Reading Level and ELA score on the smarter balance summative assessment, to determine when students may be ready for reclassification. 96% of English Learners at Lopez Academy report a home language of Spanish. 2.6% of Lopez English Learners have a home Language of Mixteco, while Tagalog, Cebuano, Farsi, and Vietnamese each make up less than 1% of the home languages for EL students. Around 400 Lopez students have been reclassified as RFEP (redesignated fully English Proficient, but are still being monitored to ensure they are successful in making progress towards grade level standards. Lopez has another 50 students that were classified as English Learner at one point, but have fully exited the program after 4 years of monitoring.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 895 | 86.8 | 29.7 | 0.1 |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | This is the percent of students whose well-being is the responsibility of a court. |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 266 | 29.7 |
| Foster Youth | 1 | 0.1 |
| Homeless | 34 | 3.8 |
| Socioeconomically Disadvantaged | 777 | 86.8 |
| Students with Disabilities | 126 | 14.1 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 8 | 0.9 |
| Asian | 1 | 0.1 |
| Filipino | 12 | 1.3 |
| Hispanic | 854 | 95.4 |
| Two or More Races | 4 | 0.4 |
| Pacific Islander | 1 | 0.1 |
| White | 15 | 1.7 |

Conclusions based on this data:

- During the 2018-19 school year, Lopez was identified as a Comprehensive Support and Improvement School (CSI) under the Every Student Succeeds Act (ESSA). One of the primary reasons for identification as a CSI school was Lopez's California School Dashboard released in 2018. The California School Dashboard measures school progress in many areas, but primarily Chronic Absenteeism, Suspension Rate, English Learner Progress, English Language Arts, and Mathematics. While Lopez showed significant gains in many of these areas during the 2018-2019 school year, the previous year's dashboard was used for CSI Identification purposes. The school dashboard assigns different colors (red, orange, yellow, green, and blue) to demonstrate progress with each of the previous areas. On the 2018 California Dashboard, Lopez scored red (lowest score) for Chronic Absenteeism, Suspension Rate, English Language Arts, and Mathematics. English Learner Progress is not yet reported as the ELPAC test is still a new assessment so longitudinal data is not available. The updated California School Dashboard is generally released each winter, but the time period is unclear this year in light of the lack of testing and distance learning that

has taken place since last spring.. Lopez received notification in spring 2020 that we are no longer considered a Comprehensive Support and Improvement School based upon results from the most recent California Dashboard.





Lopez has a diverse student body, with 91% of students identified as Socio-Economically disadvantaged. 33% of Lopez students are identified as English Learners, while 0.7% of students are considered Foster Youth. White, Filipino, and African Americans make up the second, third, and fourth largest student groups by race/ethnicity. Lopez has 13.4% of students that are identified as students with disabilities. Approximately 1.6% of Lopez students were identified as homeless under the McKinney Vento guidelines. Lopez Academy students come from across the city of Oxnard and Oxnard School District as OSD is an open enrollment district with different academy focuses at each school.

Overall, Lopez showed growth in both Math and English Language Arts during the 2018-19 school year. CAASPP testing did not take place during the 2019-20 school year, so all discussion of data is based upon the 18/19 test administration. In the area of Mathematics, the percentage of students meeting standards increased by 1.43% to 9.51%. The percentage of students exceeding standards in mathematics increased to 3.69%, which was a 0.70% increase. It is also important to note that 5.82% of students moved from "standard not met" to "standard nearly met" in the area of mathematics. In the area of English-Language Arts, the percentage of students meeting standards increased by 5.04% to 21.36% while the number of students exceeding standards increased by 0.53% to 3.02% overall. The percentage of students not meeting standards in English-Language Arts declined by 12.04% as these students progressed to standard nearly met. In the area of Science, 13.5% of 8th grade students scored "met or exceeded" on the CAST test during the 2018-19 school year. Lopez Academy staff members are examining which instructional practices contributed to this increase in test scores to inform future instructional practices.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts  Yellow | Chronic Absenteeism  Orange | Suspension Rate  Yellow |
| Mathematics  Orange | | |

Conclusions based on this data:

1. It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year. The school dashboard assigns different colors (red, orange, yellow, green, and blue) to demonstrate progress with each of the previous areas. Lopez Academy was identified as a Comprehensive Support and Improvement (CSI) school for the 2018-19 school year, due primarily to the school's performance as documented in the California School Dashboard. Lopez was removed from CSI in spring of 2020 after analysis determined there was ample progress in the 2019 California School Dashboard. In the area of Chronic Absenteeism, Lopez improved from Red to Orange on the 2019 CA school dashboard. In the area of suspension rate, Lopez moved from red to yellow. For English Language Arts (ELA) the school moved from red to yellow, which is an increase of two bands between 2018 and 2019. In the area of mathematics, Lopez improved from Red to orange for the 2019 CA school dashboard. 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 2020. Continuous monitoring of the yearly dashboard will assist the school site council and Lopez staff in monitoring progress and identifying areas in need of growth in the future.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  Yellow 62.4 points below standard Increased Significantly ++22.8 points 864 | <p>English Learners</p>  Orange 83.3 points below standard Increased Significantly ++20.7 points 556 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color 97.4 points below standard Increased ++13.5 points 38 | <p>Socioeconomically Disadvantaged</p>  Yellow 65 points below standard Increased Significantly ++22.2 points 755 | <p>Students with Disabilities</p>  Orange 145.2 points below standard Increased ++13.5 points 143 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 63.4 points below standard Increased Significantly ++23.1 points 827 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 53.8 points below standard Declined -8.5 points 15 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|---|
| 125.8 points below standard Increased Significantly ++28.5 points 210 | 57.5 points below standard Increased ++12.1 points 346 | 51.8 points below standard Increased Significantly ++29.3 points 182 |

Conclusions based on this data:

- It is important to note that due to the COVID-19 Pandemic, the English Language Proficiency Assessment for California (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year.

 2018-2019 Analysis: For the 2018-19 school year, there were gains in the English Language Arts scores for English Learner students including a large gain in the number of students scoring "standard nearly met" where the percentage rose from 6.2% to 20.5% which represents a large increase. On the 2019 California School Dashboard, English only students English Language Arts scores increased significantly by an average of 29.3 points. For the 2018-19 school year, English only student scores increased as 28% scored met standard or above, while that number was 20.4% the previous school year. In examining the large subgroups, Lopez saw a significant increase in English Language Arts scores for the 2019 California School Dashboard with an average increase of 22.8 points for all students. Our homeless student population did see an increase in English Language Arts scores by an average of 13.5 points. Our school population of African American and Foster students was not reported because the student population was less than 11 students. Our special education students also demonstrated growth in the area of English Language Arts with an average increase of 13.5 points. It is important to note that in the area of English Language Arts, current EL students had a mean score of 125.8 points below standard, as compared to English only students that had a mean of 51.8 points below standard. This gap in performance is troublesome, and therefore a specific goal is included

in this SPSA to target English Learner students. Students with disabilities also had a large gap as they had a mean score of 145.2 points below standard, compared to 62.4 points below for all students.

Lopez staff will continue to examine the instructional practices that contributed to significant student growth in the area of English-Language Arts. The staff is also being trained on full implementation of Professional Learning Communities (PLCs) that will further enhance the instructional program, while giving teachers structured time to collaboratively develop lessons that reach the individual needs of our students in the area of English-Language Arts.

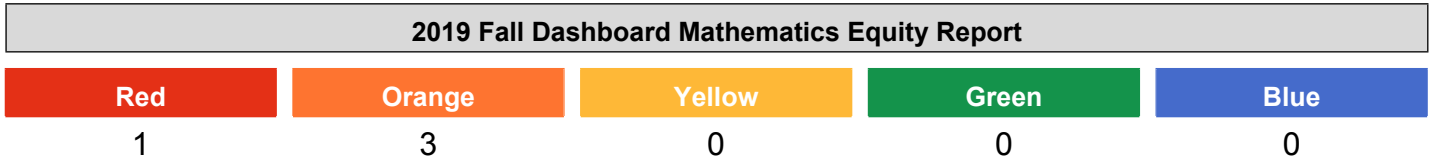
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  Orange 109 points below standard Increased Significantly ++16.9 points 864 | <p>English Learners</p>  Orange 126.6 points below standard Increased Significantly ++18.5 points 556 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color 139.7 points below standard Maintained ++1.3 points 38 | <p>Socioeconomically Disadvantaged</p>  Orange 110.8 points below standard Increased Significantly ++18 points 755 | <p>Students with Disabilities</p>  Red 202.3 points below standard Maintained ++2.9 points 143 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 110.5 points below standard Increased Significantly ++16.8 points 827 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 97.9 points below standard Increased ++7.3 points 15 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| 166.2 points below standard Increased Significantly ++34.9 points 210 | 102.6 points below standard Increased ++5.2 points 346 | 100.7 points below standard Increased Significantly ++16.6 points 182 |

Conclusions based on this data:

- It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year.

In order for a subgroup to appear on the dashboard, they have to have a population of 11 students or more at the specific school site. Lopez Academy does not have enough students in the African-American, American Indian, Asian, Filipino, Two or More Races, or Pacific Islander subgroups to report out on the 2019 California School Dashboard. The average math score for all Lopez students increased by 16.9 points on the 2019 dashboard. Our English learner students increased by 18.5 points on average. Lopez's designated homeless students maintained with a 1.3 point increase, while socioeconomically disadvantaged students increased by 18 points. Students identified as special education scores increased by an average of 2.9 points. The score for current English Learner students at Lopez increased by 34.9 points on average, while reclassified English Learner scores increased by an average of 5.2 points. English only students had an average increase of 16.6 points, which is considered "increased significantly" on the dashboard. It is important to note that all of these scores are based upon results from the 2018-19 summative assessment. The 2019-20 summative assessment was suspended due to the COVID-19 pandemic.

Lopez staff members will continue to examine the instructional practices that contributed to student growth in the area of Mathematics during the 18-19 school year. The staff is also being trained on full implementation of Professional

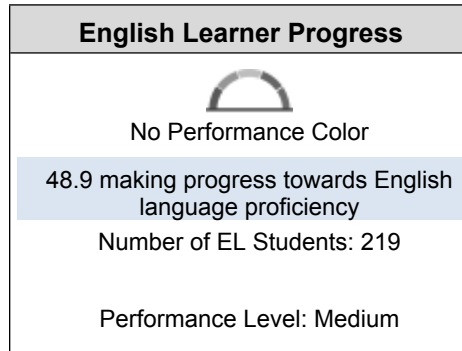
Learning Communities (PLCs) that will further enhance the instructional program, while giving teachers structured time to collaboratively develop lessons that reach the individual needs of our students in the area of math.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 20.5 | 30.5 | 0.9 | 47.9 |

Conclusions based on this data:

- It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) and CAASPP assessment were not administered during the 2019-2020 school year. As a result, ELPAC and CAASPP results discussed are those from the previous school year. The 2019 California School Dashboard does not report on English Learner progress as this was only the second administration of the new ELPAC assessment for English Learner students. In analyzing the student data, we see that Lopez Academy had 219 English Learners during the 2018-19 school year. 11.2% of these students scored an overall level of 4, which is well developed. 42.6% of English Learners scored a 3, or moderately developed. 32.1% of Lopez English Learners scored level 2, or somewhat developed, while 14.1% scored a level one, beginning stage. The 2019 dashboard notes that 105 (48.9%) of EL students progressed at least one ELPI level. 67 Lopez EL students maintained their ELPI level, while 45 students decreased by one ELPI level. During the 2019-2020 school year, Lopez has 258 English Learner students, and another 380 former English Learners that are being monitored. Due to the COVID-19 Pandemic, the ELPAC was not administered. When an English Learner is reclassified as fluent English Proficient (RFEP), they must still be monitored for a period of 4 years in case they are in need of further support. Oxnard School District works in conjunction with the state of California to set clear guidelines to determine when a student is ready for reclassification. The data examined to determine if a student is ready for reclassification includes their CAASPP ELA smarter balanced test score, their overall ELPAC Score, and their STAR 360 reading level. After four years of monitoring, reclassified students are no longer monitored. When Lopez receives a student that has not previously been enrolled within a school in the United States, an initial ELPAC examine is administered to measure whether the student will be classified as an English Learner or not to ensure that appropriate supports and programs are offered for all students designated as an English Learner.

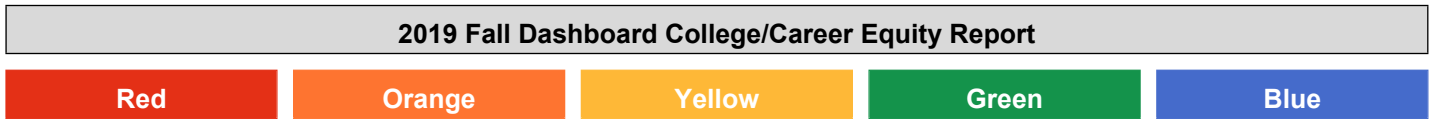
School and Student Performance Data

Academic Performance College/Career

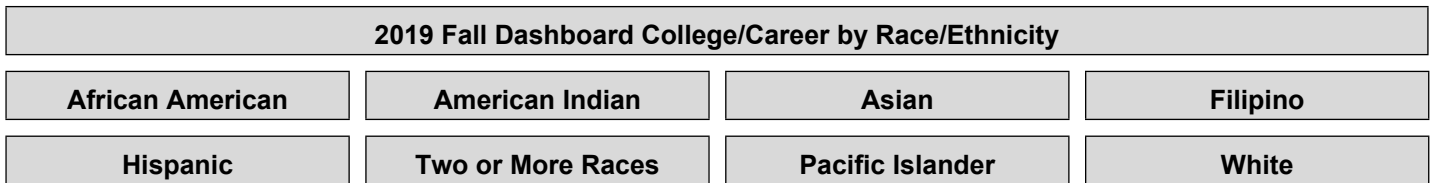
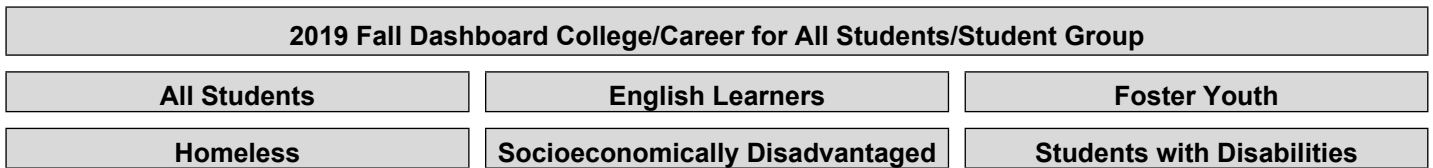
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

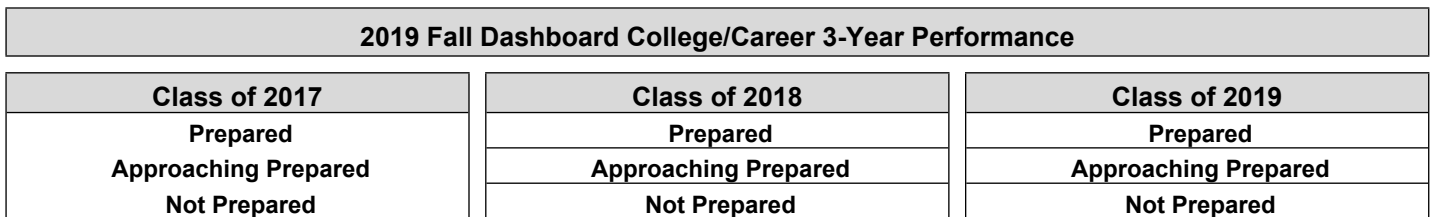
This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- The 2019 California School Dashboard did not provide College/Career Readiness Performance data for middle schools. This category is slated to come online over the next several school years and will measure how well schools are preparing students for College and Career opportunities.

School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report | | | | |
|---|--------|--------|-------|------|
| Red | Orange | Yellow | Green | Blue |
| 1 | 3 | 0 | 0 | 0 |

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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  Orange 12.2 Increased +0.5 947 | <p>English Learners</p>  Orange 14.3 Increased +1.9 287 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| <p>Homeless</p>  No Performance Color 40 Increased +21.5 45 | <p>Socioeconomically Disadvantaged</p>  Orange 12.7 Increased +1.5 833 | <p>Students with Disabilities</p>  Red 22.2 Increased Significantly +5.6 162 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 8.3 Increased +0.6 12 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 12.2 Increased +0.7 901 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 5.6 Declined -1.9 18 |

Conclusions based on this data:

- The California school dashboard for 2019 reported that one subgroup, students with disabilities, was in the red performance band, meaning that this is an area of concern. This red band was generated because of a 5.6% increase in the number of students with disabilities that were chronically absent. Four other subgroups, all students, homeless students, English Learners, and socioeconomically disadvantaged also increased. The overall percentage of students that are chronically absent is an area of concern that will continue to be addressed at Lopez Academy.

Overall, Hispanic students at Lopez had a small 0.7% increase in the number of students that were identified as chronically absent, meaning that they missed at least 10% of the school year. The percentage of white students that were chronically absent declined by 1.9%. Attendance will continue to be an area of focus at Lopez Academy, particularly in light of the fact that distance learning may have an impact on chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

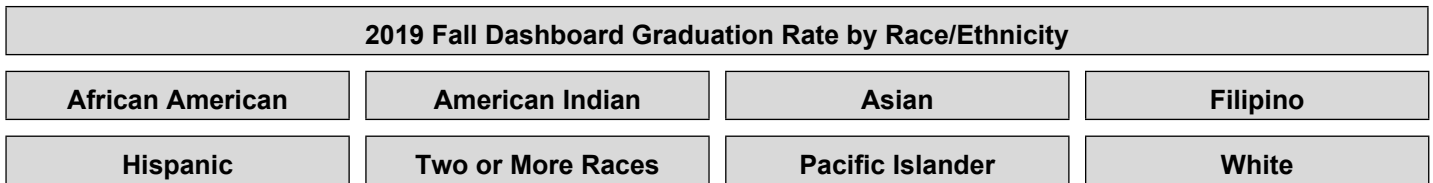
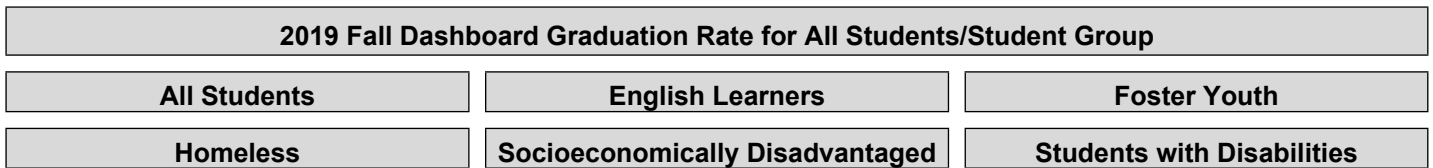
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

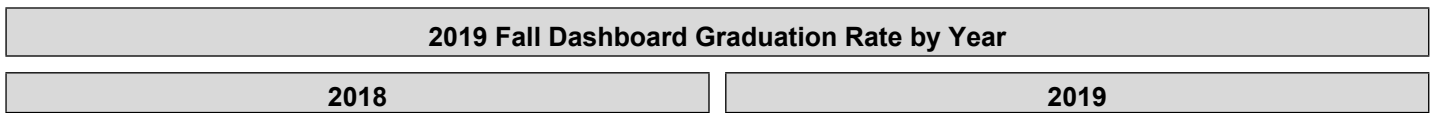
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

1. The graduation rate is not an area that middle schools are presently evaluated within the California School Dashboard.

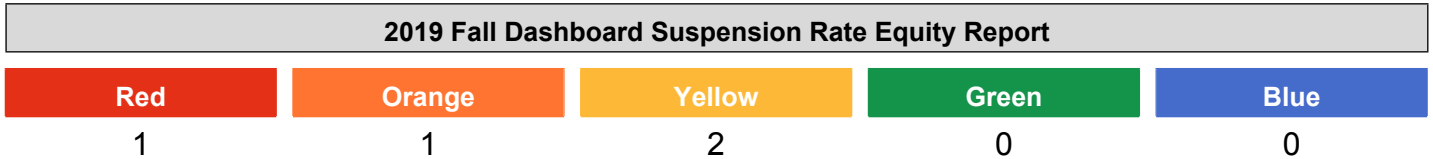
School and Student Performance Data

Conditions & Climate Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p> <p>Yellow</p> <p>8.1</p> <p>Declined -1</p> <p>974</p> | <p>English Learners</p> <p>Orange</p> <p>10.6</p> <p>Increased +0.6</p> <p>301</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>2</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>8.3</p> <p>Increased +1.4</p> <p>48</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>8.1</p> <p>Declined -1</p> <p>856</p> | <p>Students with Disabilities</p> <p>Red</p> <p>13.8</p> <p>Increased Significantly +4.7</p> <p>167</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color Less than 11 Students - Data 10 |  No Performance Color Less than 11 Students - Data 4 |  No Performance Color Less than 11 Students - Data 2 |  No Performance Color 0 Maintained 0 13 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 8.1 Declined -1.2 925 |  No Performance Color Less than 11 Students - Data 4 |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color 5.3 Increased +1.9 19 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 9.1 | 8.1 |

Conclusions based on this data:

- The California School Dashboard suspension rate is part of the overall school conditions and climate report. This data is from the 2018-2019 school year, and shows a decline of 1% in the overall suspension rates as 8.1% of students were suspended at least once during the 2019 school year. When looking more closely at the data, 8.1% of Hispanic students were suspended at least once, and 5.3% of white students were suspended at least once. 10.6% of English Learner students were suspended at least once and 13.8% of students with disabilities. While exact numbers and corresponding colors will not be known until a new California Dashboard is released, it is anticipated that Lopez Academy will show a continuing decline in suspension rate for the 19-20 school year as this was the trend prior to the COVID-19 pandemic occurred, leading to distance learning for the final several months of the 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

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

All Students Will Achieve High Academic Standards in a Nurturing, Creative Environment that Prepares Students for College and Career Opportunities.

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 | <p>Current 6th grade students: 21.5% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 7th grade students: 24.8% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 8th grade students: 20.9% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> | <p>Students will demonstrate sustainable academic growth by moving one or two levels across the different bands in the SBAC. Increase the number of students meeting and exceeding standards. Additional five percent of the students will move from approaching to meeting and or exceeding standards in each grade level.</p> <p>26% of current 6th grade students will score "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------|--|--|
| | <p>Current 6th grade Dual Language Immersion students: 33.3% scored "Met Standard" or "Exceeded Standard" on the 2018-19 CAASPP ELA assessment</p> <p>Current 7th grade Dual Language Immersion students: 29.5% scored "Met Standard" or "Exceeded Standard" on the 2018-19 CAASPP ELA assessment.</p> <p>Current English Learners: 78.7% of English Learners scored "Standard Not Met" on the 2018-2019 CAASPP ELA Assessment.</p> <p>Current Students with Disabilities: 89.4% of students with disabilities scored "Standard Not Met" on the 2018-2019 CAASPP ELA Assessment.</p> | <p>29% of current 7th grade students will score "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment.</p> <p>25% of current 8th grade students will score "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP ELA assessment.</p> <p>38% of current 6th grade Dual Language Immersion students will score "Met Standard" or "Exceeded Standard" on the 2020-2021 CAASPP assessment</p> <p>34% of current 7th grade Dual Language Immersion students will score "Met Standard" or "Exceeded Standard" on the 2020-21 CAASPP Assessment</p> <p>The percent of current English Learners scoring "Standard Not Met" will decrease by 10% on the 2020-2021 CAASPP Assessment.</p> <p>The percent of current students with disabilities scoring "Standard Not Met" will decrease by 10% on the 2020-2021 CAASPP Assessment</p> |
| CAASPP Math Assessment | <p>Current 6th grade students: 14.9% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> <p>Current 7th grade students: 12.5% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP assessment data.</p> | <p>Students will demonstrate sustainable academic growth by moving one or two levels across the different bands in the SBAC. Increase the number of students meeting and exceeding standards. Additional five percent of the students will move from approaching to meeting and or</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------------------|---|---|
| | <p>Current 8th grade students: 12.5% of students scored "Met Standard" or "Exceeded Standard" based on 2018-2019 CAASPP Math assessment.</p> <p>Current English Learners: 75.7% of English Learners scored "Standard Not Met" on the 2018-2019 CAASPP Math assessment.</p> <p>Current Students with Disabilities: 92.0% of students with disabilities scored "Standard not Met" on the 2018-2019 CAASPP Math assessment</p> | <p>exceeding standards in each grade level</p> <p>19% of current 6th grade students will score "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data.</p> <p>17% of current 7th grade students will score "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data.</p> <p>17% of current 8th grade students will score "Met Standard" or "Exceeded Standard" based on 202--2021 CAASPP assessment data.</p> <p>The percent of current English Learners scoring "Standard Not Met" will decrease by 10% on the 2020-2021 CAASPP assessment.</p> <p>The percent of current students with disabilities scoring "Standard Not Met" will decrease by 10% on the 2020-2021 CAASPP Assessment.</p> |
| <p>STAR 360 Reading Assessment</p> | <p>Current 6th grade students had a Student Growth Percentile (growth relative to academic peers) of 37 based on the most recent fall 2020 administration of the STAR 360 Reading assessment.</p> <p>Current 7th grade students had a Student Growth Percentile (growth relative to academic peers) of 45 based on the most recent fall 2020 administration of the STAR 360 Reading assessment.</p> | <p>Current 6th grade cohort will achieve a Student Growth Percentile of 45 during the 2020-2021 school year on the STAR 360 Reading Assessment.</p> <p>Current 7th grade cohort will achieve a Student Growth Percentile of 53 during the 2020-2021 school year on the STAR 360 Reading Assessment.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------|--|---|
| | Current 8th grade students had a Student Growth Percentile (growth relative to academic peers) of 45 based on the most recent fall 2020 administration of the STAR 360 Reading assessment. | Current 8th grade cohort will achieve a Student Growth Percentile of 53 during the 2020-2021 school year on the STAR 360 Reading Assessment. |
| STAR 360 Math Assessment | <p>Current 6th grade students had a Student Growth Percentile (growth relative to academic peers) of 39 based on the most recent fall 2020 administration of the STAR 360 Math assessment.</p> <p>Current 6th grade students had a Student Growth Percentile (growth relative to academic peers) of 37 based on the most recent fall 2020 administration of the STAR 360 Math assessment.</p> <p>Current 6th grade students had a Student Growth Percentile (growth relative to academic peers) of 40 based on the most recent fall 2020 administration of the STAR 360 Math assessment.</p> | <p>Current 6th grade cohort will achieve a Student Growth Percentile of 47 during the 2020-2021 school year on the STAR 360 Math Assessment</p> <p>Current 7th grade cohort will achieve a Student Growth Percentile of 45 during the 2020-2021 school year on the STAR 360 Math Assessment</p> <p>Current 8th grade cohort will achieve a Student Growth Percentile of 45 during the 2020-2021 school year on the STAR 360 Math Assessment</p> |
| ELPAC Assessment | During the 2019-2020 school year, 28 Lopez Academy students were reclassified | Increase English Learner Reclassification rate by at least 5% for the 2020-2021 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 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) | Source(s) |
|-----------|--|
| 14628 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries \$12,000 (salary) \$2,628 (certificated benefits) |
| 18,287 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries \$15,000 (salary) \$3287 (certificated benefits) |
| 18,287 | CSI Funding 1000-1999: Certificated Personnel Salaries \$15,000 (salary) \$3287 (certificated benefits) Student Boot Camps |

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 III 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) | Source(s) |
|-----------|-----------|
| 4877 | Title I |

| | |
|-------|---|
| | 1000-1999: Certificated Personnel Salaries \$4000 (salary), \$877 (certificated benefits) |
| 12190 | CSI Funding 1000-1999: Certificated Personnel Salaries \$10,000 (salary), \$2190 (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) | Source(s) |
|-----------|---|
| 12,454 | Title I 2000-2999: Classified Personnel Salaries \$9400 (salary) \$ 3054 (classified benefits) |
| 21,199 | LCFF - Intervention 2000-2999: Classified Personnel Salaries \$16,000 (salary) \$5,199 (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 include both 6th and 7th grade cohorts during the 2020-21 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) | Source(s) |
|-----------|---|
| 7500 | 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 teachers (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) |
|-----------|--|
| 3000 | Title I 5000-5999: Services And Other Operating Expenditures PD/Conferences/Virtual Trainings |
| 25000 | CSI Funding 5000-5999: Services And Other Operating Expenditures PD/Conference/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 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) | Source(s) |
|-----------|--|
| 3000 | 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) | Source(s) |
|-----------|--|
| 1500 | LCFF - Targeted 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,

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|-----------|
|-----------|-----------|

| | |
|------|---|
| 7245 | Title III 5800: Professional/Consulting Services And Operating Expenditures Online Application/Program Licenses *specifically targeted for use with English Learner students |
| 2500 | LCFF - Targeted 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) |
|-----------|--|
| 1500 | LCFF - Targeted 5700-5799: Transfers Of Direct Costs Publications/Graphics |
| 1500 | Discretionary 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 focus strands

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 54250 | Title I 4000-4999: Books And Supplies Materials to support all content areas/strands, including instructional materials to support students during distance learning |
| 5062 | Title III 4000-4999: Books And Supplies Instructional Materials exclusively for ELD and AVID Excel courses |
| 10,844 | CSI Funding 4000-4999: Books And Supplies Materials to support implementation of strategies from Teacher Professional Development |
| 8347 | LCFF - Targeted 4000-4999: Books And Supplies Materials to support all content areas/strands, including instructional materials to support students during distance learning |
| 5,000 | CSI Funding 4000-4999: Books And Supplies Instructional Materials for Student "Boot Camps" |
| 30267 | Discretionary 4000-4999: Books And Supplies Materials to support all content areas/strands, including instructional materials to support students during distance learning |
| 5000 | Discretionary 4000-4999: Books And Supplies Front Office Materials/Warehouse Purchases |

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

Provide teacher release time to collaborate to address PLC items like curriculum planning data analysis, lesson planning, unit planning, development of pacing guides, common assessments, 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) |
|-----------|---|
| 54860 | CSI Funding 1000-1999: Certificated Personnel Salaries \$45,000 (salary) \$9860 (certificated benefits) Teacher Extra Hours Planning/Curriculum Development |

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 5295 | Discretionary 2000-2999: Classified Personnel Salaries \$4,000 (salary) \$1295 (classified benefits) Clerical OT |
| 2648 | LCFF - Targeted 2000-2999: Classified Personnel Salaries \$2,000 (salary) \$648 (classified benefits) Extra Hours Library Tech |
| 16945 | LCFF - Targeted 2000-2999: Classified Personnel Salaries \$12,800 (salary) \$4,145 (classified benefits) Clerical Extra Help |
| 1324 | Discretionary 2000-2999: Classified Personnel Salaries \$1,000 (salary) \$324 (classified benefits) Custodial Extra Help |
| 1324 | Discretionary 2000-2999: Classified Personnel Salaries |

| | |
|------|--|
| | \$1,000 (salary) \$324 (classified benefits) Custodial subs |
| 5295 | Discretionary 2000-2999: Classified Personnel Salaries \$4,000 (salary) \$1295 (classified benefits) Clerical substitutes |

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

Technology/Computer programs to support individual student learning through programs including MyOn, Lexia, and ST Math as these programs play a key role in offering support and growth for students at their individual learning level during distance and hybrid 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) |
|-----------|---|
| 0 | District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn, Lexia, ST Math |

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

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) |
|-----------|-----------|
|-----------|-----------|

| | |
|------|---|
| 2250 | Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance Agreements |
| 2324 | Discretionary 5000-5999: Services And Other Operating Expenditures Repairs |
| 500 | Discretionary 5000-5999: Services And Other Operating Expenditures Services/Entry/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 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 access digital learning materials and collaborate with peers to achieve California state 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)

5500

Source(s)

LCFF - Targeted
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 support for teacher professional development/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)

0

District Funded
1000-1999: Certificated Personnel Salaries
Canvas Site Leads

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 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)

0

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.

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.

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: 2019-20

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 2019-2020 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 students increased by 3.89% in the area of mathematics. In the previous strategies a significant amount of money was dedicated to providing teacher led interventions (before school, after school, boot camps over breaks, etc). These interventions were occurring as planned until after March 13th when school went fully online for the balance of the school year. Furthermore, we do not have CAASPP or ELPAC data to verify the effectiveness of these programs at this point. Student attendance was strong for teacher led interventions, but no other data is able to corroborate the effectiveness of these strategies. In the area of STAR 360, students did not meet the SGP (student growth Percentile) goals that were established in the SPSA. 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. Furthermore, distance learning may have contributed to a lack of progress. The goals for this year will reflect more recent data from this year as the baseline as it is our most recent data points in the area of Star 360 math/reading.

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 previously mentioned, there was a significant focus on teacher led interventions tied to the 2019-2020 student achievement goals. These interventions/tutoring was taking place as planned (before school, after school, boot camps during breaks) until we migrated to full distance learning in March 2020. The manner in which students took the STAR 360 tests changed during the school year as the final administration had to be given virtually, which was not the intention when the goal was created.

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 light of the current distance learning/hybrid model that we are implementing, several changes will be made to this year's goals and plans. Normally we would use previous year data as the baseline for data. For STAR 360, we will be utilizing our most current data from early in this year as our baseline instead of previous year's data. For CAASPP and ELPAC data, we will be utilizing the information available from 18-19 results from our current students. Even in the distance learning environment, an emphasis will be placed on improving and enhancing tier 1 instruction, with virtual teaching best practices in mind. As in previous years amount of money will be set aside to support standards based interventions and tutoring for students that are not currently accessing grade level content, but the format will adjust to a virtual setting which will require an adjustment and reflection from teachers administering the intervention/tutoring. 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. Core content teachers have an emphasis on creating relevant pacing guides and common assessments that are appropriate for our current distance/hybrid learning models that will be in place this school year. While Lopez Academy is no longer identified as a Comprehensive Support and Improvement (CSI) school, the remaining funding will support continued teacher professional development and increasing the effectiveness of data driven Professional Learning Communities.

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 2020-2021 will decrease to 7%. |
| California Healthy Kids Survey | <p>School Climate and Student Well-Being is measured through the California Healthy Kids Survey (administered to 7th graders) and is reported out on the School Climate Report Card</p> <p>The overall school climate index (SCI) for 2018-19 was 269</p> <p>The overall supports and engagement Index for 2018-19 was 241</p> <p>The overall high expectations and caring relationships for 2018-19 was 253</p> | <p>The following Key Indicators will be monitored based on 2020-21 CHKS Administration:</p> <p>The overall supports and engagement index will meet or exceed 250</p> <p>The overall high expectations and caring relationships will meet or exceed 260</p> <p>The overall perceived school safety will meet or exceed 250</p> <p>The overall school connectedness will meet or exceed 250</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------------------|---|--|
| | <p>The overall perceived school safety for 2018-19 was 237 The overall school connectedness for 2018-19 was 241.</p> <p>Overall scores on the School Climate Report Card range from 100 to 500, with high scores representing more positive school climate.</p> | |
| Attendance Data | <p>2018-2019 attendance data identified attendance as an area for growth. 18.16% of students had Chronic Absenteeism based on 2018-19 attendance data. The overall Average Daily Attendance for the 2018-2019 school year was 94.72%. We do not yet have 2019-20 school year attendance data.</p> | <p>Attendance data for 2020-2021 will be monitored with the following goal:</p> <p>The number of students with Chronic Absenteeism will decrease by 3% to for the 2020-21 school year to 15.16%</p> <p>The overall school wide Average Daily Attendance Percentage will increase to at least 95.5%</p> |
| Panorama Social-Emotional Survey | <p>N/A This will be the first year that students take the Panorama Survey at least three times/year in all three grades</p> | <p>95% 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.</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 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 CHAMPS/PBIS model both in the classroom and throughout the campus, with the PBIS Committee identifying next steps for school-wide CHAMPS and restorative justice models

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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 Lopez Academy students including English Learners, Migrant, Special Education, Socio-Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Implement TUPE curriculum (MSPP and Project Alert) through science classes to improve student knowledge of safe 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)

0

Source(s)

TUPE
None Specified
TUPE Curriculum No additional charge

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 classwide incentive materials (t-shirts, spirit wear, etc) to encourage and incentivize students to stay engaged academically and socially during distance learning/hybrid 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)

16,000

LCFF - Targeted
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

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)

Source(s)

3657

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
\$3,000 (salary) \$657 (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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

None Specified
No additional cost for this activity

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.

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.

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.

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 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: 2019-20

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 Lopez's 19-20 SPSA was, "meeting 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. The metrics for this goal included baseline goals in the areas of suspension data,

California Healthy Kids Survey, and attendance data. The goal regarding suspension data was to decrease the overall suspension rate to 7% or less. While final suspension data is not available, the school was well below the 7% threshold when we entered into distance learning on March 16th. The California Health Kids survey was not administered last year as it is only required every two years. In its place, the Oxnard School District administered a pilot of the student Panorama Social-Emotional Learning survey to 6th grade students twice, and grade 7 and 8 students once. This year the CHKS will be administered as well as the Panorama Survey.

The overall chronic absenteeism rate for 2019-2020 has not been released, but chronic absenteeism will remain a goal and point of emphasis for this year, particularly with the challenges with attendance during distance learning. Lopez 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 administration, 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.

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

Implementation of activities in this goal were consistent at Lopez Academy last year. Due to the onset of distance learning in March 2020, data is not currently available to measure official attendance and suspension data. 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.

Even though Lopez showed strong growth in both suspension data and school climate, this will remain a focus area. The area of chronic absenteeism will also continue to be a goal area and funding will be dedicated to providing incentives to students for excellent attendance, and for the school to intervene and support students that are chronically absent.

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 90% for 2019-2020 | Maintain or increase the percentage of parents participating in parent conferences for the 2020-2021 school year. |
| Fall Conference Parent Survey (sent out after conferences) | NA-this is the baseline year | At least 85% of parents indicate they feel the fall conferences were an effective tool for school/parent communication regarding their child's academic progress. |
| Average Attendance at site initiated parent trainings | NA-this is the baseline year | Monthly attendance at site led parent training opportunities will be at least 30/month |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------------|--|---|
| Average Attendance at ELAC | ELAC averaged 15 parents in attendance for the 2019/20 school year | ELAC will maintain or increase attendance to an average of at least 15 parents for the 2020-2021 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)

6619

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
\$5000 classified salary, \$1,619 classified benefits
Verbal 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.

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)

0

None Specified
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)

0

None Specified
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 student-led 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)

0

None Specified
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)

0

Source(s)

None Specified
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)

0

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 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)

3310

Source(s)

LCFF - Targeted

2000-2999: Classified Personnel Salaries

\$2,500 (salary) \$810 (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.

All Lopez Academy students including English Learners, Migrant, Special Education, Social Economically Disadvantaged, Foster, Homeless, African-American, and GATE students.

Strategy/Activity

Provide additional campus assistant time to enhance school culture and student sense of safety 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)

662

Source(s)

Discretionary

2000-2999: Classified Personnel Salaries

\$500 classified salary, \$162 (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 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)

0

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)

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: 2019-20

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 2019-20 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. Lopez hosted the district wide parent workshop in September with over 150 parents in attendance.

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.

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 2019-2020 school year.

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

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 | \$117,818.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$150,900.00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$401,950.00 |

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 (\$) |
|------------------|-----------------|
| CSI Funding | \$126,181.00 |
| Title I | \$82,081.00 |
| Title III | \$15,307.00 |

Subtotal of additional federal funds included for this school: \$223,569.00

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 (\$) |
|-------------------------|-----------------|
| | \$0.00 |
| Discretionary | \$55,741.00 |
| District Funded | \$0.00 |
| LCFF - Intervention | \$39,486.00 |
| LCFF - Targeted | \$83,154.00 |
| TUPE | \$0.00 |

Subtotal of state or local funds included for this school: \$178,381.00

Total of federal, state, and/or local funds for this school: \$401,950.00

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 | 82081 | 0.00 |
| Title III | 15307 | 0.00 |
| LCFF - Targeted | 83154 | 0.00 |
| LCFF - Intervention | 39486 | 0.00 |
| Discretionary | 55741 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|------------|
| | 0.00 |
| CSI Funding | 126,181.00 |
| Discretionary | 55,741.00 |
| District Funded | 0.00 |
| LCFF - Intervention | 39,486.00 |
| LCFF - Targeted | 83,154.00 |
| Title I | 82,081.00 |
| Title III | 15,307.00 |
| TUPE | 0.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------|-----------|
| | | 0.00 |
| None Specified | | 0.00 |
| 1000-1999: Certificated Personnel Salaries | CSI Funding | 85,337.00 |
| 4000-4999: Books And Supplies | CSI Funding | 15,844.00 |

| | | |
|---|---------------------|-----------|
| 5000-5999: Services And Other Operating Expenditures | CSI Funding | 25,000.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 13,900.00 |
| 4000-4999: Books And Supplies | Discretionary | 35,267.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 5,074.00 |
| 5700-5799: Transfers Of Direct Costs | Discretionary | 1,500.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 18,287.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Intervention | 21,199.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 18,285.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 29,522.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 29,847.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 1,500.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF - Targeted | 1,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Targeted | 2,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 4,877.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 12,454.00 |
| 4000-4999: Books And Supplies | Title I | 61,750.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 3,000.00 |
| 4000-4999: Books And Supplies | Title III | 8,062.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title III | 7,245.00 |
| None Specified | TUPE | 0.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 371,702.00 |

Goal 2

19,657.00

Goal 3

10,591.00

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

| Name of Members | Role |
|-----------------------|----------------------------|
| Scott Carroll | Principal |
| Bria Singer-Schwarz | Classroom Teacher |
| Dr. Alberto Hananel | Classroom Teacher |
| Lauren Mendez | Classroom Teacher |
| Eric Steiner | Classroom Teacher |
| Kimberlee Ramirez | Other School Staff |
| Jessica Vargas | Parent or Community Member |
| Elizabeth Deal Garcia | Parent or Community Member |
| Lorena Paz | Parent or Community Member |
| Lorena Siquieros | Parent or Community Member |
| Zachary Wentz | Parent or Community Member |
| Maria Bravo | 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 09/29/2020.

Attested:

| |
|--|
| Principal, Scott Carroll on Sept. 29, 2020 |
| SSC Chairperson, Lauren Mendez on Oct 20, 2020 |



Recommendations and Assurances

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| Signature | Committee or Advisory Group Name |
|---|------------------------------------|
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| | English Learner Advisory Committee |

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| | |
|---|--|
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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 |
|-------------------------------|-----------------------------------|--|---------------------------|
| Marina West Elementary School | 56725386055347 | October 13, 2020 | November 4, 2020 |

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 in the area of teaching and learning to successfully meet the needs of all students both on site and through Distance Learning. The staff has been transitioning and 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 apps such as Lexia, ST Math, IXL, STAR360, ELA and Math. We will use McGraw Hill, My Math, Worlds of Wonders (TK), Wonders (K-5) and Mystery Science. We are currently implementing the Next Generation Science Standards (NGSS) and 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 Systems, DIBELS, 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 the Language Arts and ELD to meet the individual needs of our student population. Teachers focus on data driven instruction, assess students formally to monitor student growth in the core areas and meet to analyze student data results after the monthly 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. 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, and Twitter.

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.

During the 2019-2020 school year, Marina West continued to implement Professional Learning Communities and Grade Level Collaboration throughout all grades. Teachers participated in district wide professional development in English Language Arts and Math. There was a focus on Growth Mindset in grades 4-5 with teacher led professional development. This area was observed and focused on during informal walk-throughs by administrators and during collaboration time. As part of the focus, teachers used reading and writing strategies from professional development provided by the Ventura County Office of Education. In the Spring of 2020, students and staff transitioned to Distance Learning but continued to focus on high academic and social emotional achievement. As we move into the 2020-2021 school year, we will also focus on English Language Arts, Mathematics and all content areas during Synchronous and Asynchronous instruction for all 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)

Through grade level collaborations (PLCs), teachers will analyze and interpret data through the use of the following assessment tools to improve student achievement. The following tools will be used:
Star 360 Early Literacy, Star 360 Math and Star 360 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 meet weekly for Professional Learning Communities (PLC)/Collaboration time. Student progress is monitored via curriculum and STAR360 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 STAR360, 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 who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site Principals function as instructional leaders.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers attend monthly collaboration and planning meetings after school on Wednesday. All grade levels (K- 5) team for designated ELD. Grades 1st-5th team for ELA. Several grade levels team for other enrichment opportunities.

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)

A district funded ISP provides daily reading intervention for Kindergarten through Second grade that have been identified as below grade level in reading. Designated Universal Access time 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, through Professional Learning Communities, collaborate 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)

Parents are invited to participate at Marina West through a variety of educational and advisory opportunities throughout the year. Our School Site Council is made up of 5 parents who have direct input into our SPSA. The English Learner Advisory Committee also provides recommendations to our SSC related to our English Learners to include in the SPSA. Parents are invited to our monthly School Site Council meeting, ELAC meeting, and Coffee with the Principal meetings to stay informed and provide input on programs provided to our students. Our PTA provides parents the opportunity to participate in fundraising opportunities and programs that support the school programs at Marina West. Parent Workshops and trainings (Triple P, Reading and Math Family Nights, STAR 360 Family Night, etc.) are offered throughout the year, as well as encouraging parents to attend our Back to School night, Winter Program, Spring Art Program, and trimesterly awards ceremonies. All parents are invited to at least one parent conference throughout the year.

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 2020-21 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our Student Plan for Achievement and student success. Parent representatives on the School Site Council, English Language Advisory Committee, and PTA are elected on an annual basis (to fill any vacant positions). 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 2020-21 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)

The following services will be funded to enable under performing students to meet the standards:

- Kindergarten Paraprofessional Support
- STEAM Lab
- Intervention tutoring - before and after school
- Staff Teaming and Collaboration
- Substitutes for Grade Level Collaborations and SST/IEP meetings
- Librarian
- Intervention Service Provider (ISP)
- Professional Development and Conferences
- 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 Council, 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 Leadership Team and SSC during the end of the year meeting in June 2020 and new school year September 2020. School Site Council reviewed and updated the SPSA before approving the SPSA at its October 2020 meeting. Constant review of district data through STAR 360 and CAASPP results were used in guiding the direction and allocation of funds to support student success.

Resource Inequities

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

The inequities identified as a result of the required needs assessments were:

- Abolishment of Tech Support
- One ISP as compared to two from 2020-2021 school year
- Substitute Shortage
- Abolishment of Office Assistant
- Reduction in Campus Supervisor hours

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | % | 0% | | | 0 |
| African American | 4.05% | % | 2.67% | 25 | | 15 |
| Asian | 0.49% | % | 0% | 3 | | 0 |
| Filipino | 0.81% | % | 0.36% | 5 | | 2 |
| Hispanic/Latino | 89.48% | % | 91.81% | 553 | | 516 |
| Pacific Islander | 0.16% | % | 0.18% | 1 | | 1 |
| White | 4.21% | % | 3.74% | 26 | | 21 |
| Multiple/No Response | % | % | 1.25% | | | 0 |
| Total Enrollment | | | | 618 | | 562 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 127 | | 101 |
| Grade 1 | 104 | | 81 |
| Grade 2 | 111 | | 101 |
| Grade3 | 94 | | 88 |
| Grade 4 | 78 | | 105 |
| Grade 5 | 104 | | 86 |
| Total Enrollment | 618 | | 562 |

Conclusions based on this data:

Based on the above data, we have noticed a decrease in enrollment in Kinder, 1st, 2nd, 3rd, and 5th Grades from the previous year with 4th Grade staying nearly the same for the 2019-2020 school year. Student enrollment decreased due to program choices offered at school sites and transitioning from a TBE/SEI instructional program to an SEI only program. High cost of living in our county/community also affected our enrollment. Our African-American population stayed the same as the previous year. At Marina West, we will focus on providing services to all our sub-groups even though they do not qualify as a significant sub-group on the CAASPP Dashboard. All sub-groups will be served through intervention in Tier 1 in the classroom by the classroom teacher. The use of Intervention Service Provider (ISP) will provide Tier 2 intervention to all sub-groups based on STAR360 data. Our Outreach Coordinator will help ensure attendance by monitoring student attendance and focusing on our sub-group attendance.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 259 | | | 46.1% |
| Fluent English Proficient (FEP) | | | 59 | | | 10.5% |
| Reclassified Fluent English Proficient (RFEP) | | | 50 | | | 16.4% |

Conclusions based on this data:

Marina West had an increase in the number of students being reclassified compared to the previous school year. We will be monitoring reclassification as new requirements are being implemented for the 2019-2020 school year. There is a new requirement of scoring a 4 on ELPAC, in addition to demonstrating proficiency on either the CAASPP ELA or STAR360 assessment. We will continue to use Title III funds to provide after-school tutoring to English Learners to help maintain and increase student achievement.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 90 | 100 | 110 | 90 | 99 | 110 | 90 | 99 | 110 | 100 | 99 | 100 |
| Grade 4 | 99 | 77 | 86 | 98 | 76 | 86 | 98 | 76 | 86 | 99 | 98.7 | 100 |
| Grade 5 | 98 | 104 | 76 | 97 | 104 | 76 | 97 | 104 | 76 | 99 | 100 | 100 |
| All Grades | 287 | 281 | 272 | 285 | 279 | 272 | 285 | 279 | 272 | 99.3 | 99.3 | 100 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2351. | 2383. | 2386. | 5.56 | 11.11 | 10.00 | 14.44 | 20.20 | 17.27 | 20.00 | 24.24 | 33.64 | 60.00 | 44.44 | 39.09 |
| Grade 4 | 2392. | 2365. | 2388. | 7.14 | 3.95 | 3.49 | 7.14 | 10.53 | 12.79 | 19.39 | 15.79 | 18.60 | 66.33 | 69.74 | 65.12 |
| Grade 5 | 2419. | 2432. | 2442. | 3.09 | 3.85 | 6.58 | 14.43 | 15.38 | 19.74 | 24.74 | 25.00 | 22.37 | 57.73 | 55.77 | 51.32 |
| All Grades | N/A | N/A | N/A | 5.26 | 6.45 | 6.99 | 11.93 | 15.77 | 16.54 | 21.40 | 22.22 | 25.74 | 61.40 | 55.56 | 50.74 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 7.78 | 13.13 | 10.00 | 32.22 | 48.48 | 50.91 | 60.00 | 38.38 | 39.09 |
| Grade 4 | 8.16 | 2.63 | 3.49 | 36.73 | 40.79 | 44.19 | 55.10 | 56.58 | 52.33 |
| Grade 5 | 7.22 | 8.65 | 17.11 | 35.05 | 39.42 | 30.26 | 57.73 | 51.92 | 52.63 |
| All Grades | 7.72 | 8.60 | 9.93 | 34.74 | 43.01 | 43.01 | 57.54 | 48.39 | 47.06 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 10.00 | 11.11 | 6.36 | 27.78 | 31.31 | 53.64 | 62.22 | 57.58 | 40.00 |
| Grade 4 | 7.14 | 7.89 | 4.65 | 34.69 | 30.26 | 41.86 | 58.16 | 61.84 | 53.49 |
| Grade 5 | 6.19 | 6.73 | 9.21 | 34.02 | 45.19 | 51.32 | 59.79 | 48.08 | 39.47 |
| All Grades | 7.72 | 8.60 | 6.62 | 32.28 | 36.20 | 49.26 | 60.00 | 55.20 | 44.12 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2.22 | 8.08 | 9.09 | 65.56 | 63.64 | 62.73 | 32.22 | 28.28 | 28.18 |
| Grade 4 | 6.12 | 3.95 | 6.98 | 50.00 | 55.26 | 51.16 | 43.88 | 40.79 | 41.86 |
| Grade 5 | 9.28 | 2.88 | 5.26 | 54.64 | 50.96 | 60.53 | 36.08 | 46.15 | 34.21 |
| All Grades | 5.96 | 5.02 | 7.35 | 56.49 | 56.63 | 58.46 | 37.54 | 38.35 | 34.19 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.67 | 12.12 | 14.55 | 37.78 | 51.52 | 48.18 | 55.56 | 36.36 | 37.27 |
| Grade 4 | 5.10 | 2.63 | 6.98 | 40.82 | 34.21 | 37.21 | 54.08 | 63.16 | 55.81 |
| Grade 5 | 6.19 | 7.69 | 15.79 | 36.08 | 42.31 | 39.47 | 57.73 | 50.00 | 44.74 |
| All Grades | 5.96 | 7.89 | 12.50 | 38.25 | 43.37 | 42.28 | 55.79 | 48.75 | 45.22 |

Conclusions based on this data:

Due to school closures, the CAASPP assessment was not administered in the Spring of 2020. The current data reflect the previous school year. Marina West's data shows that we have made progress in decreasing the percentage of students not meeting state standards from 55.56% in 2017-2018 to 50.3% for the 2018-2019 school year, a gain of 5.26% of students scoring better overall. We have baseline data that shows that students are increasing in performing at or above grade level standards as they progress through the grades. Our ELA CAASPP cohort preliminary data shows that 27% of 3rd Grade students scored in the Met or Exceeded, a drop of 4% from the previous year. Our 4th Grade cohort data shows an increase from 14% in 2017-2018 to 16% in 2018-2019 school year, a growth of 2%. Our 5th Grade cohort data shows an increase from 19% in 2017-2018 to 26% in 2018-2019, an increase of 7% of students meeting. Our percentage of students taking the CAASPP has remained nearly the same with over 99% of students taking the CAASPP. The drop can be attributed to our focus in Math and implementing Math Growth Mindset for the 2018-2019 school year as compared to a Language Arts focus for the 2017-2018 school year. or the 2019-2020 school year, we plan on addressing both Language Arts and Math by using writing across content areas to increase rigor and improve understanding.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 90 | 100 | 110 | 90 | 99 | 110 | 90 | 99 | 110 | 100 | 99 | 100 |
| Grade 4 | 99 | 77 | 86 | 98 | 77 | 86 | 98 | 77 | 86 | 99 | 100 | 100 |
| Grade 5 | 97 | 104 | 76 | 96 | 103 | 76 | 96 | 103 | 76 | 99 | 99 | 100 |
| All Grades | 286 | 281 | 272 | 284 | 279 | 272 | 284 | 279 | 272 | 99.3 | 99.3 | 100 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2363. | 2386. | 2404. | 5.56 | 4.04 | 15.45 | 14.44 | 16.16 | 20.00 | 24.44 | 32.32 | 26.36 | 55.56 | 47.47 | 38.18 |
| Grade 4 | 2409. | 2387. | 2397. | 4.08 | 1.30 | 2.33 | 13.27 | 9.09 | 6.98 | 33.67 | 29.87 | 38.37 | 48.98 | 59.74 | 52.33 |
| Grade 5 | 2419. | 2428. | 2428. | 1.04 | 4.85 | 5.26 | 7.29 | 3.88 | 9.21 | 25.00 | 25.24 | 22.37 | 66.67 | 66.02 | 63.16 |
| All Grades | N/A | N/A | N/A | 3.52 | 3.58 | 8.46 | 11.62 | 9.68 | 12.87 | 27.82 | 29.03 | 29.04 | 57.04 | 57.71 | 49.63 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 3 | 7.78 | 10.10 | 30.00 | 28.89 | 28.28 | 28.18 | 63.33 | 61.62 | 41.82 | |
| Grade 4 | 8.16 | 5.19 | 3.49 | 24.49 | 27.27 | 18.60 | 67.35 | 67.53 | 77.91 | |
| Grade 5 | 3.13 | 4.85 | 6.58 | 20.83 | 17.48 | 19.74 | 76.04 | 77.67 | 73.68 | |
| All Grades | 6.34 | 6.81 | 15.07 | 24.65 | 24.01 | 22.79 | 69.01 | 69.18 | 62.13 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 5.56 | 10.10 | 20.00 | 36.67 | 36.36 | 46.36 | 57.78 | 53.54 | 33.64 |
| Grade 4 | 9.18 | 2.60 | 3.49 | 39.80 | 35.06 | 34.88 | 51.02 | 62.34 | 61.63 |
| Grade 5 | 2.08 | 5.83 | 6.58 | 28.13 | 30.10 | 43.42 | 69.79 | 64.08 | 50.00 |
| All Grades | 5.63 | 6.45 | 11.03 | 34.86 | 33.69 | 41.91 | 59.51 | 59.86 | 47.06 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.89 | 6.06 | 18.18 | 48.89 | 53.54 | 41.82 | 42.22 | 40.40 | 40.00 |
| Grade 4 | 5.10 | 7.79 | 4.65 | 32.65 | 25.97 | 32.56 | 62.24 | 66.23 | 62.79 |
| Grade 5 | 1.04 | 3.88 | 3.95 | 34.38 | 38.83 | 36.84 | 64.58 | 57.28 | 59.21 |
| All Grades | 4.93 | 5.73 | 9.93 | 38.38 | 40.50 | 37.50 | 56.69 | 53.76 | 52.57 |

Conclusions based on this data:

Due to school closures, the CAASPP assessment was not administered in the Spring of 2020. Marina West's data shows that we have made progress in decreasing the percentage of students not meeting state standards from 57.71% in 2017-2018 to 44.9% for the 2018-2019 school year, a gain of 12.8% of students scoring better overall. We have baseline data that shows that students are increasing in performing at or above grade level standards increasing as they progress through the grades. Our Math CAASPP cohort preliminary data shows an increase in the number of students that scored Met or Exceeded in 3rd Grade from 20% in 2017-2018 to 35% in 2018-2019, an increase of 15%. Our 4th Grade cohort data shows a decrease from 10% in 2017-2018 to 9% in 2018-2019 school year, a decrease of 1%. Our 5th Grade cohort data shows an increase from 9% in 2017-2018 to 14% in 2018-2019, an increase of 5% of students meeting. Our percentage of students taking the CAASPP has remained nearly the same with over 99% of students taking the CAASPP. The increase can be attributed to our focus in Math and implementing Math Growth Mindset for the 2018-2019 school year. For the 2019-2020 school year, we plan on addressing both Language Arts and Math by using writing across content areas to increase rigor and improve understanding. Our goal is to continue to make growth across all sub-groups.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1402.1 | | 1413.0 | | 1376.5 | | 54 |
| Grade 1 | | 1440.4 | | 1443.2 | | 1437.1 | | 57 |
| Grade 2 | | 1477.2 | | 1480.4 | | 1473.6 | | 61 |
| Grade 3 | | 1473.6 | | 1467.2 | | 1479.4 | | 36 |
| Grade 4 | | 1492.1 | | 1483.6 | | 1500.1 | | 36 |
| Grade 5 | | 1515.3 | | 1505.5 | | 1524.5 | | 15 |
| All Grades | | | | | | | | 259 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 5.56 | | 35.19 | | 42.59 | | 16.67 | | 54 |
| 1 | | 8.77 | | 28.07 | | 40.35 | | 22.81 | | 57 |
| 2 | | 8.20 | | 52.46 | | 31.15 | | 8.20 | | 61 |
| 3 | | 0.00 | | 36.11 | | 38.89 | | 25.00 | | 36 |
| 4 | | 5.56 | | 44.44 | | 30.56 | | 19.44 | | 36 |
| 5 | | 6.67 | | 33.33 | | 60.00 | | 0.00 | | 15 |
| All Grades | | 6.18 | | 39.00 | | 38.22 | | 16.60 | | 259 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 9.26 | | 35.19 | | 37.04 | | 18.52 | | 54 |
| 1 | | 14.04 | | 33.33 | | 36.84 | | 15.79 | | 57 |
| 2 | | 24.59 | | 49.18 | | 19.67 | | 6.56 | | 61 |
| 3 | | 16.67 | | 36.11 | | 27.78 | | 19.44 | | 36 |
| 4 | | 13.89 | | 52.78 | | 22.22 | | 11.11 | | 36 |
| 5 | | 13.33 | | 66.67 | | 20.00 | | 0.00 | | 15 |
| All Grades | | 15.83 | | 42.47 | | 28.57 | | 13.13 | | 259 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 0.00 | | 31.48 | | 50.00 | | 18.52 | | 54 |
| 1 | | 7.02 | | 17.54 | | 36.84 | | 38.60 | | 57 |
| 2 | | 3.28 | | 47.54 | | 27.87 | | 21.31 | | 61 |
| 3 | | 0.00 | | 25.00 | | 38.89 | | 36.11 | | 36 |
| 4 | | 5.56 | | 25.00 | | 38.89 | | 30.56 | | 36 |
| 5 | | 0.00 | | 20.00 | | 80.00 | | 0.00 | | 15 |
| All Grades | | 3.09 | | 29.73 | | 40.54 | | 26.64 | | 259 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 7.41 | | 70.37 | | 22.22 | | 54 |
| 1 | | 33.33 | | 52.63 | | 14.04 | | 57 |
| 2 | | 44.26 | | 50.82 | | 4.92 | | 61 |
| 3 | | 16.67 | | 72.22 | | 11.11 | | 36 |
| 4 | | 13.89 | | 75.00 | | 11.11 | | 36 |
| 5 | | 6.67 | | 86.67 | | 6.67 | | 15 |
| All | | 23.94 | | 63.71 | | 12.36 | | 259 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 16.67 | | 62.96 | | 20.37 | | 54 |
| 1 | | 5.26 | | 71.93 | | 22.81 | | 57 |
| 2 | | 21.31 | | 67.21 | | 11.48 | | 61 |
| 3 | | 22.22 | | 52.78 | | 25.00 | | 36 |
| 4 | | 25.00 | | 63.89 | | 11.11 | | 36 |
| 5 | | 53.33 | | 40.00 | | 6.67 | | 15 |
| All Grades | | 19.31 | | 63.32 | | 17.37 | | 259 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 0.00 | | 83.33 | | 16.67 | | 54 |
| 1 | | 19.30 | | 36.84 | | 43.86 | | 57 |
| 2 | | 8.20 | | 65.57 | | 26.23 | | 61 |
| 3 | | 0.00 | | 58.33 | | 41.67 | | 36 |
| 4 | | 2.78 | | 63.89 | | 33.33 | | 36 |
| 5 | | 6.67 | | 73.33 | | 20.00 | | 15 |
| All Grades | | 6.95 | | 62.16 | | 30.89 | | 259 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 31.48 | | 42.59 | | 25.93 | | 54 |
| 1 | | 3.51 | | 70.18 | | 26.32 | | 57 |
| 2 | | 4.92 | | 75.41 | | 19.67 | | 61 |
| 3 | | 11.11 | | 69.44 | | 19.44 | | 36 |
| 4 | | 8.33 | | 58.33 | | 33.33 | | 36 |
| 5 | | 13.33 | | 80.00 | | 6.67 | | 15 |
| All Grades | | 11.97 | | 64.48 | | 23.55 | | 259 |

Conclusions based on this data:

Due to school closures, ELPAC assessment was not administered in the Spring of 2020. Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 595 | 80.2 | 51.1 | 0.3 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 304 | 51.1 |
| Foster Youth | 2 | 0.3 |
| Homeless | 14 | 2.4 |
| Socioeconomically Disadvantaged | 477 | 80.2 |
| Students with Disabilities | 95 | 16.0 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 20 | 3.4 |
| Asian | 1 | 0.2 |
| Filipino | 5 | 0.8 |
| Hispanic | 539 | 90.6 |
| Two or More Races | 6 | 1.0 |
| Pacific Islander | 2 | 0.3 |
| White | 22 | 3.7 |





Conclusions based on this data:

The majority of our students at Marina West School are socio-economically disadvantaged, with over half being English Language Learners. There has been an increase in our population of students with disabilities. Although our African-American and White sub-groups are not considered a significant sub-group on the CAASPP Dashboard reporting system, we at Marina West continue to focus on the needs of these students. We will be focusing on first instruction by teachers, Tier 1 intervention delivered by the classroom teacher, and Tier 2 intervention in small group delivered by the Intervention Service Provider. All students' data will be taken into consideration when addressing student needs and sub-groups. Small group instruction will be based on teacher and STAR360 assessment data and will be reviewed and discussed at bi-monthly PLC/ Collaboration meetings. We will also use Title III funds to help provide after-school intervention to our English Learner population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="784 506 836 533">Red</p> | <p data-bbox="1182 426 1398 457">Suspension Rate</p>  <p data-bbox="1263 506 1318 533">Blue</p> |
| <p data-bbox="253 623 412 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p> | | |

Conclusions based on this data:

Based on the data for 2018-2019, Marina West has had a slight increase in Overall Student Performance. In Language Arts, Marina West students had an increase of 9.6 points. In Math, Marina West students had an increase of 5.1 points. Our Suspension Rate and Chronic Absenteeism has seen close to no change. As part of our goals, we look forward to decreasing Suspension Rates and Chronic Absenteeism. We will be focusing on first instruction in Language Arts and Math by teachers and English Language Development will focus on student learning and oracy. Tier 1 intervention in Language Arts and Math will be delivered by the classroom teacher in all grades. Tier 2 intervention for Grades 1-5 will be in a small group delivered by the Intervention Service Provider with research based materials and guidance by the classroom teacher. All students assessment data will be taken into consideration when addressing student needs and sub-groups. STAR360 assessment data and will be reviewed and discussed at bi-monthly PLC/ Collaboration meetings. We will also use Title III funds to help provide after-school intervention to our English Learner population.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  Yellow 60.4 points below standard Increased ++10.7 points 266 | <p>English Learners</p>  Yellow 66 points below standard Increased ++8.4 points 161 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | <p>Socioeconomically Disadvantaged</p>  Yellow 63.7 points below standard Increased ++12.2 points 221 | <p>Students with Disabilities</p>  Orange 141.5 points below standard Increased Significantly ++33.9 points 54 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 63.2 points below standard Increased ++9.7 points 246 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| 103.3 points below standard Declined -8.2 points 83 | 26.4 points below standard Increased Significantly ++19.1 points 78 | 51.6 points below standard Increased Significantly ++16.5 points 103 |

Conclusions based on this data:

The Dashboard Data shows that most of our subgroups have shown an increase in performance as compared to the previous year with the exception of Students with Disabilities and Reclassified English Learners. Our English Learners and Socioeconomically Disadvantaged students showed a higher increase in points as compared to that of our over All Students. Our English Only students scored nearly the same as our students in the All Students dashboard. The drop of our Reclassified English Learners can be attributed to them not attending Designated ELD and our focus in Math and implementing Math Growth Mindset for the 2018-2019 school year as compared to a Language Arts focus for the 2017-2018 school year. In 2018-2019, we also used Title III funds to focus on non-reclassified English Learners through targeted after-school tutoring. We will continue to provide target interventions to our English Learners and include recently Reclassified English Learners to be supported with Title III funds. We will also continue to provide targeted intervention during the school day by teacher, during Tier 1 (Universal Access) and Tier 2 (ISP) throughout the day and focus on all our subgroups.

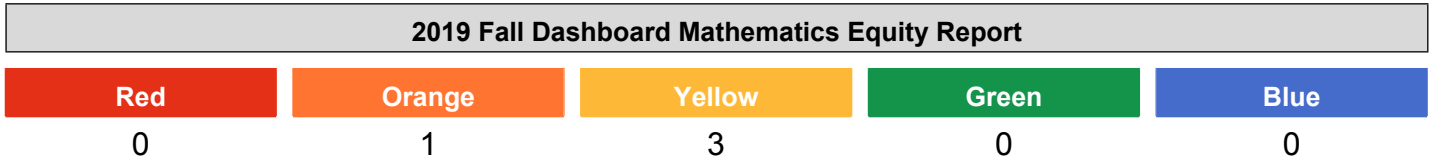
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Yellow 67.5 points below standard Increased ++12.9 points 266 | <p>English Learners</p>  Yellow 68.1 points below standard Increased Significantly ++18.3 points 161 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | <p>Socioeconomically Disadvantaged</p>  Yellow 70.5 points below standard Increased ++14.3 points 221 | <p>Students with Disabilities</p>  Orange 151.1 points below standard Increased Significantly ++23.7 points 54 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 69 points below standard Increased ++12.1 points 246 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| 98 points below standard Maintained ++0.1 points 83 | 36.3 points below standard Increased Significantly ++33.7 points 78 | 66.7 points below standard Increased ++6.1 points 103 |

Conclusions based on this data:

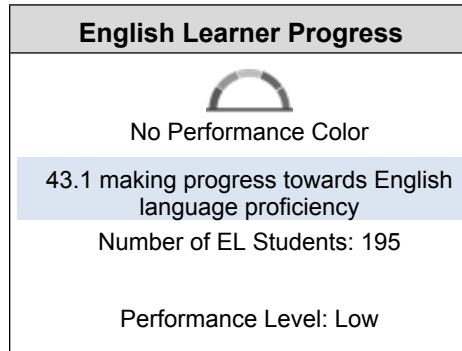
Our English Learners and Socioeconomically Disadvantaged students have shown an increase in Math Performance, while our Students with Disabilities maintained their performance. All other subgroups, though not considered significant on the dashboard, will continue to receive targeted instruction in mathematics through focus on 1st instruction and targeted interventions based on assessment data. In 2018-2019, we also used Title III funds to focus on non-reclassified English Learners through targeted after-school tutoring. We will continue to provide targeted interventions to our English Learners and include recently Reclassified English Learners with Title III funds. We will also continue to provide targeted intervention during the school day by teacher, during Tier 1 (Universal Access) and Tier 2 (ISP) throughout the day and focus on all our subgroups. Our focus for the 2020-2021 school year will be to use writing in math with an emphasis on student learning.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 18.4 | 38.4 | 2.5 | 40.5 |

Conclusions based on this data:

Based on the data provided, at Marina West, 65% of students tested scored in the Level 3 or 4 on the ELPAC. This data is disaggregated and used in providing ELD instruction to students based on need during ELD time. Our focus during designated ELD will be on student learning and writing. Along with targeted instruction and interventions through-out the school day, we will continue to provide targeted interventions to our English Learners during after-school tutoring with Title III funds

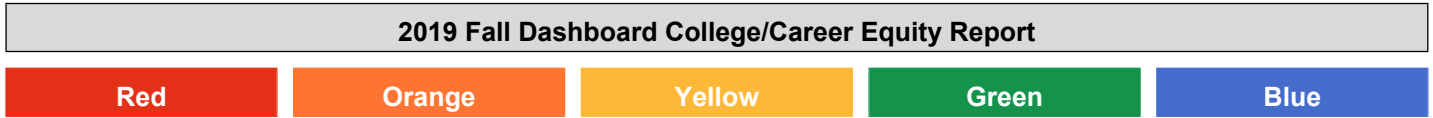
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

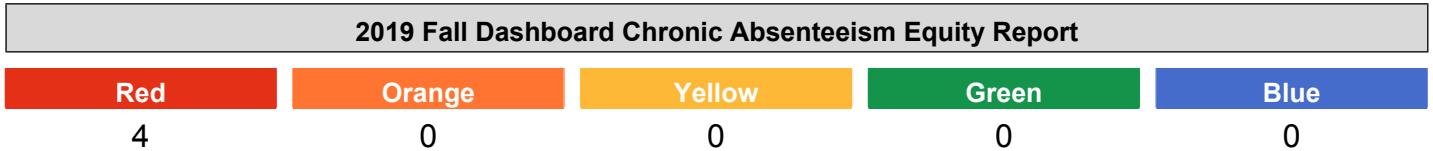
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  <p>Red</p> <p>15</p> <p>Increased Significantly +4.2</p> <p>627</p> | <p>English Learners</p>  <p>Red</p> <p>10.5</p> <p>Increased Significantly +4.5</p> <p>323</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>14.3</p> <p>Declined -12</p> <p>21</p> | <p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>15</p> <p>Increased Significantly +4.7</p> <p>519</p> | <p>Students with Disabilities</p>  <p>Red</p> <p>24.6</p> <p>Increased +10.2</p> <p>134</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color 14.3 Increased +14.3 21 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Red 13.9 Increased Significantly +3.4 569 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 21.7 Increased +4.5 23 |

Conclusions based on this data:

The data above shows that Marina West had an overall Chronic Absenteeism of 10.8%. Of our significant sub-groups, our Hispanic, English Learners and Socioeconomically Disadvantaged were lower and our Students with Disabilities was higher. Our White sub-group, even though it is not a significant sub-group, had the highest percentage with 17.2% chronically absent. We have implemented new goals for reducing Chronic Absenteeism by 3%. Our Outreach Specialist and Attendance Tech will implement a reward system for students with high absenteeism. We will continue to conduct attendance meetings with parents to discuss the importance of daily student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

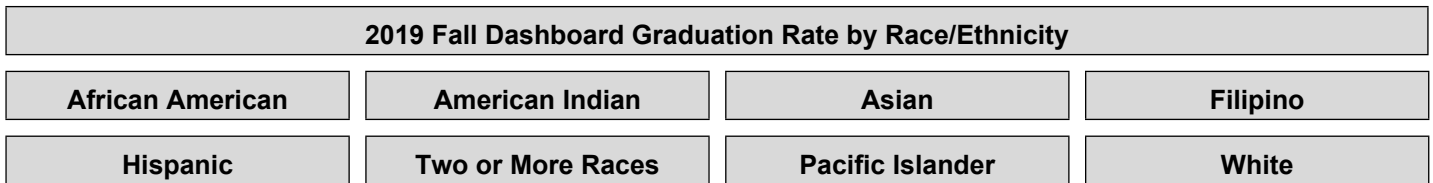
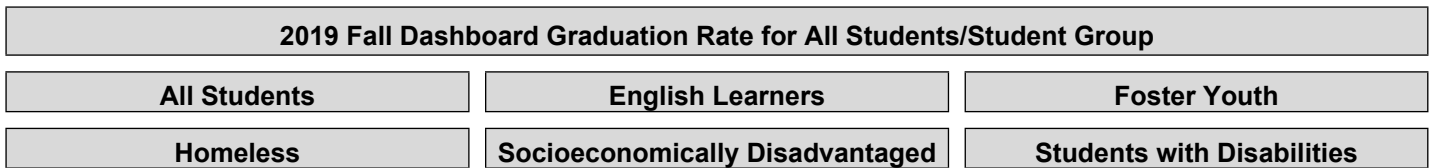
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

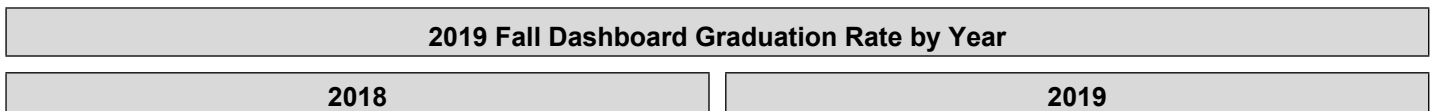
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

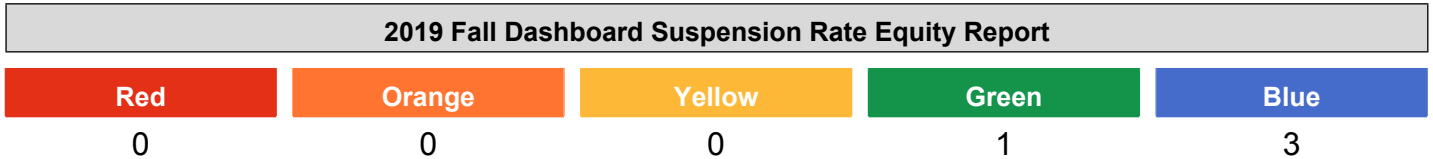
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  Blue 0.3 Declined Significantly -1.9 652 | <p>English Learners</p>  Green 0.6 Maintained 0 334 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 |
| <p>Homeless</p>  No Performance Color 0 Maintained 0 21 | <p>Socioeconomically Disadvantaged</p>  Blue 0.4 Declined Significantly -1.6 537 | <p>Students with Disabilities</p>  Blue 0 Declined -3.8 135 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">0</div> Declined -6.9 22 |  No Performance Color Less than 11 Students - Data 6 |  No Performance Color Less than 11 Students - Data 2 |  No Performance Color Less than 11 Students - Data 6 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Blue <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">0.3</div> Declined Significantly -1.1 590 |  No Performance Color Less than 11 Students - Data 6 |  No Performance Color Less than 11 Students - Data 2 |  No Performance Color <div style="background-color: #ccccff; padding: 5px; text-align: center; font-weight: bold;">0</div> Declined -6.7 24 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 2.2 | 0.3 |

Conclusions based on this data:

The dashboard data for Suspension Rate for All Students and sub-groups shows that we have maintained in the area of suspensions with the exception of Students with Disabilities. We will continue to implement PBIS and CHAMPS in the 2020-2021 school year. Our goal of continued implementation of PBIS and CHAMPS should reduce the suspension rates of all students and sub-groups. Our PBIS /CHAMPS team will continue to review student expectations through grade level assemblies held by the Principal and in class presentations delivered by our 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

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 academic standards 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 | <p>2018-2019 CAASPP Data by Grade Level: Current 3rd Grade Students: 27% of students scored "Met Standard" or "Exceeded Standard"</p> <p>Current 4th Grade Students: 16% of students scored "Met Standard" or "Exceeded Standard"</p> <p>Current 5th Grade Students: 26% of students scored "Met Standard" or "Exceeded Standard"</p> | <p>The number of students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 10% in each grade level.</p> <p>37% of current 3rd Grade students will score "Met Standard" or Exceeded Standard"</p> <p>26% of current 4th Grade students will score "Met Standard" or Exceeded Standard"</p> <p>36% of current 5th Grade students will score "Met Standard" or Exceeded Standard"</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| CAASPP Math Assessment | <p>2018-2019 CAASPP Data by Grade Level: Current 3rd Grade Students: 35% of students scored "Met Standard" or "Exceeded Standard"</p> <p>Current 4th Grade Students: 9% of students scored "Met Standard" or "Exceeded Standard"</p> <p>Current 5th Grade Students: 14% of students scored "Met Standard" or "Exceeded Standard"</p> | <p>The number of students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 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> |
| STAR360 Early Literacy/Reading Assessment | <p>Fall 2020-2021 STAR360 Baseline Data by Grade Level- At/Above District Benchmark (grades K-2) and CAASPP Benchmark (grades 3-5):</p> <p>Current Kindergarten Students: 83% scored At/Above District Benchmark.</p> <p>Current 1st Grade Students: 80% scored At/Above District Benchmark.</p> <p>Current 2nd Grade Students: 48% scored At/Above CAASPP Benchmark.</p> <p>Current 3rd Grade Students: 27% scored At/Above CAASPP Benchmark. 20% scored At/Above CAASPP Benchmark.</p> | <p>The Number of students scoring At/ Above Benchmark based on end of year STAR360 assessment data will increase by 5% in each grade level.</p> <p>87% of Kindergarten students will score At/Above District Benchmark.</p> <p>85% of 1st Grade students will score At/Above District Benchmark.</p> <p>53 % of 2nd Grade students will score At/Above CAASPP Benchmark.</p> <p>32% of 3rd Grade students will score At/Above CAASPP Benchmark.</p> <p>25% of 4th Grade students will score At/Above CAASPP Benchmark.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------|---|--|
| | Current 5th Grade Students: 17% scored At/Above CAASPP Benchmark. | 22% of 5th Grade students will score At/Above CAASPP Benchmark. |
| STAR360 Math Assessment | <p>Fall 2020-2021 STAR360 Baseline Data by Grade Level- At/Above District Benchmark:</p> <p>Current 1st Grade Students: 80% scored At/Above District Benchmark.</p> <p>Current 2nd Grade Students: 51% scored At/Above CAASPP Benchmark.</p> <p>Current 3rd Grade Students: 51% scored At/Above CAASPP Benchmark.</p> <p>Current 4th Grade Students: 28% scored At/Above CAASPP Benchmark.</p> <p>Current 5th Grade Students: 25% scored At/Above CAASPP Benchmark.</p> | <p>The Number of students scoring At/ Above Benchmark based on end of year STAR360 assessment data will increase by at least 5% in each grade level.</p> <p>85% of 1st Grade students will score At/Above District Benchmark</p> <p>56% of 2nd Grade students will score At/Above CAASPP Benchmark</p> <p>56% of 3rd Grade students will score At/Above CAASPP Benchmark</p> <p>33% of 4th Grade students will score At/Above CAASPP Benchmark</p> <p>30% of 5th Grade students will score At/Above CAASPP 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

1. The school will ensure the full implementation of the State approved Language Arts curriculum. The administrator will visit classrooms during 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) |
|-----------|---|
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries: Professional Development |
| 0 | District Funded 4000-4999: Books And Supplies Adopted Curriculum |
| 0 | District Funded 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.

All students.

Strategy/Activity

2. The school will ensure the full implementation of the State approved Math curriculum. The administrator will visit classrooms during informal class visits and also monitor math instruction through formal classroom observations. The Educational Services Department will provide district based support on the curriculum and Common Core State Standards for 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) |
|-----------|--|
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries |
| 0 | District Funded 4000-4999: Books And Supplies Adopted Curriculum |

0

District Funded
1000-1999: Certificated Personnel Salaries
Professional Development

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.All teachers will administer common Language Arts, Math,and IAB (Grades 3-5) assessments 6 times per year. ELD assessments will be administered 3 times per year. Data will be used to guide instruction during PLC/Collaboration meetings.Data will also be used to determine student growth, interventions, and ELD grouping.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

District Funded
5000-5999: Services And Other Operating
Expenditures
Assessments

0

Title I
1000-1999: Certificated Personnel Salaries
Certificated Salary- no additional cost

0

Title I
3000-3999: Employee Benefits
Certificated Benefits-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. Instructional Assistants will offer additional support to 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) |
|-----------|--|
| 5000 | Title I 2000-2999: Classified Personnel Salaries Instructional Assistants Extra Help |
| 1622 | Title I 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

5. Implement and utilize Accelerated Reader and myOn programs in all classes. An incentive program will be implemented to reward and encourage students to meet their reading goals. Library staff to purchase additional books for students to have a variety of Non-Fiction books at different reading 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) |
|-----------|--|
| 0 | District Funded 5000-5999: Services And Other Operating Expenditures Renaissance Program |
| 0 | District Funded 3000-3999: Employee Benefits Classified Benefits |
| 0 | District Funded 2000-2999: Classified Personnel Salaries Library Media Technician |

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.

Transition for students entering Kindergarten and exiting 5th grade

Strategy/Activity

Transition day will be schedule for students entering kindergarten and exiting 5th grade. Teachers will coordinate to provide an adequate transitional day 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) |
|-----------|---|
| 0 | Title I 4000-4999: Books And Supplies No additional cost |
| 0 | Title I 1000-1999: Certificated Personnel Salaries 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. Provide materials and supplies to all TK-5th Grade classes to support the base instructional program, supplemental programs, ELD, reading support 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) | Source(s) |
|-----------|--|
| 3710 | Discretionary 4000-4999: Books And Supplies Materials and Supplies |
| 15000 | Title I 4000-4999: Books And Supplies Materials and Supplies |
| 5000 | Title I 4000-4999: Books And Supplies Warehouse Charges |
| 140 | Discretionary 4000-4999: Books And Supplies Warehouse Charges |
| 12162 | LCFF - Targeted 4000-4999: Books 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

8. Principal will conduct Language Arts and Math data conferences with teachers at least three times a year to discuss Language Arts, Math, and ELD assessment 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) | Source(s) |
|-----------|---|
| 0 | Discretionary 1000-1999: Certificated Personnel Salaries Sub Cost |
| 0 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Sub Cost |
| 0 | Discretionary 3000-3999: Employee Benefits Certificated Benefits |
| 0 | LCFF - Targeted 3000-3999: Employee Benefits Certificated 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. 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 decisions for all students in Language Arts, 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) |
|-----------|---|
| 0 | Title I 1000-1999: Certificated Personnel Salaries No cost Collaboration is built into Distance Learning Schedule |
| 0 | 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.

English Learners, SED, Foster, Homeless, Migrant

Strategy/Activity

10. Implement the district adopted Wonders ELD curriculum. Provide professional development for teachers to support 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) | Source(s) |
|-----------|--|
| 0 | Title I 4000-4999: Books And Supplies 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

11. Students in Sped programs will utilize Ellevate, Reading Horizons and Discovery for direct instruction and independent practice to address their IEP 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) |
|-----------|-----------|
|-----------|-----------|

0

District Funded
4000-4999: Books And Supplies
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

12. Implement and integrate ELD strategies into all content areas throughout the day to support 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)

0

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
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

13. 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)

0

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
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

14. Support our strand focus in Creative Art and Environmental Science integration through the use of our Foss Science Kits, STEAM Lab, and use of Artist in the Classroom provided by the ASP.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 0 | LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies- K-5 strand focus |
| 0 | LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies- no additional cost (See Goal 1 Action 7) |
| 0 | ASES 2000-2999: Classified Personnel Salaries After School Program will continue to support the Art Strand through guided activities. |
| 0 | ASES 2000-2999: Classified Personnel Salaries After School Liaison will help improve communication between the Art program during the school day and the ASP program. |

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, SED, Foster, African-American, GATE, Homeless, Migrant

Strategy/Activity

15. Provide additional targeted in-school support for all students through the use of District Provided Intervention Service Providers(K-2) and an additional site funded ISP (3-5) in the areas of Language Arts. STAR 360 Data will be used to target the urgent and intervention 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) |
|-----------|--|
| 25000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Intervention Service Provider |
| 5477 | LCFF - Intervention 3000-3999: Employee Benefits Certificated 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.

Students in grades K-2

Strategy/Activity

16. Teachers will provide necessary interventions for targeted services for students in grades K-5. ISP will also provide necessary interventions in English Language Arts for students in grades K-2. Para-educator to provide services to K-1 f daily in ELA and Math. Teachers will 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) |
|-----------|---|
| 0 | LCFF - Targeted 2000-2999: Classified Personnel Salaries ORC Extra Hours-no additional cost in Goal 3 |
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Intervention Service Provider-no additional cost |
| 4000 | Discretionary 2000-2999: Classified Personnel Salaries Classified Extra Help |
| 1295 | Discretionary 3000-3999: Employee Benefits 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

17. The grade level representative and Principal will support teachers with the implementation of learning management systems (Google Docs, Class Dojo, Nearpod, IXL etc) to facilitate parent communication on student 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) |
|-----------|---|
| 40 | Discretionary 4000-4999: Books And Supplies Computer Equipment |
| 0 | LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies (See Goal 1 Action 7)- no additional cost |
| 5316 | LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Computer Software |
| 1000 | Discretionary 5000-5999: Services And Other Operating Expenditures Computer 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.

All students

Strategy/Activity

18. Purchase instructional materials, technology, and software (apps, subscriptions, etc. to support the implementation of the core curriculum, state standards, ELD, 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) |
|-----------|---|
| 1500 | Discretionary 5700-5799: Transfers Of Direct Costs Publications |

| | |
|------|---|
| 300 | Discretionary 5800: Professional/Consulting Services And Operating Expenditures Service Fee |
| 2243 | LCFF - Intervention 4000-4999: Books And Supplies Materials and Supplies for Intervention |
| 1000 | LCFF - Targeted 4000-4999: Books And Supplies Computer Equipment (Computer/Printers) |

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. Implement incentive programs for students to recognize academic achievement, behavior recognition, attendance 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) |
|-----------|--|
| 0 | Centralized Services 1000-1999: Certificated Personnel Salaries School Counselor |
| 0 | District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: Office Staff |
| 0 | Centralized Services 2000-2999: Classified Personnel Salaries Classified Salaries: ORC |
| 500 | Donation None Specified Academic/ Attendance 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

20. School-wide art program to support enrichment 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)

0

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
No additional cost for materials and supplies

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.

All students

Strategy/Activity

22. Provide appropriate operating costs to ensure full access to equipment (use and training) to support the instructional program, including copy and Duplo machines. Ensure confidentiality of documents and sensitive 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)

1825

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures

| | |
|------|---|
| | Maintenance Agreements (Duplo) |
| 3720 | Discretionary 5000-5999: Services And Other Operating Expenditures Rental, Leases and Repairs (2-Portables for storage) |
| 300 | Discretionary 5000-5999: Services And Other Operating Expenditures Maintenance Agreements (Shred-it) |

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 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) |
|-----------|---|
| 0 | Title I 4000-4999: Books And Supplies Warehouse Charges- no additional cost (See Goal 1 Action 7) |
| 0 | LCFF - Targeted 4000-4999: Books And Supplies Warehouse Charges- no additional cost (See Goal 1 Action 7) |

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, SED, Foster, Homeless, Migrant, African American

Strategy/Activity

24. Provide additional targeted after-school support for academically at-risk EL students through the use of 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) |
|-----------|---|
| 5469 | Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries: Teacher extra help/tutoring |
| 1211 | Title III 3000-3999: Employee Benefits Certificated Benefits |
| 15000 | Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries: Teacher extra help/tutoring |
| 3287 | Title I 3000-3999: Employee Benefits Certificated Benefits |
| 4540 | Title III 3000-3999: Employee Benefits Health & Welfare |

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

All will utilized MyOn, AR, Lexia, ST Math, and CANVAS to support learning through independent practice and technology 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) |
|-----------|---|
| 0 | Centralized Services 5000-5999: Services And Other Operating Expenditures Technology Apps |

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. Office staff extra hours 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) |
|-----------|--|
| 5900 | Discretionary 2000-2999: Classified Personnel Salaries Classified Salaries |
| 1910 | Discretionary 3000-3999: Employee Benefits Classified Benefits |
| 2400 | Discretionary 2000-2999: Classified Personnel Salaries Clerical Substitute |
| 779 | Discretionary 3000-3999: Employee Benefits Clerical Substitute 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.

Sped Students

Strategy/Activity

27. Teachers will provide IEP triennial, annual reviews, and other amendments to evaluate progress 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) |
|-----------|--|
| 0 | Centralized Services 1000-1999: Certificated Personnel Salaries 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

Strategy/Activity

28. The district Science Specialist will work with Grade Level Teams to implement NGSS Standards and lessons throughout all grades. K-5 Teacher leaders will attend district sponsored professional development. The Math Manager will support teachers in implementing CCSS 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) | Source(s) |
|-----------|--|
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Science Specialist- District Funded |
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries- no additional cost |
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Math Manager-District Funded |
| 0 | District Funded 3000-3999: Employee Benefits Math Specialist Benefits-no additional 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.

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.

Amount(s) Source(s)

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.

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.

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 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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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 2020-2021 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 Math 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 (STAR360 Early Literacy, STAR360 Reading, STAR360 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 the 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, K-2 Reading Specialist, and or ISP during grade specific Universal Access time (asynchronous).

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 in order to implement the strategies. 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 Math Growth Mindset to continue to promote critical thinking skills. Instruction 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 2019-2020 less than 1% | Suspension Rate for the 2020-2021 school year will be less than 1.0%. |
| California Healthy Kids Survey | School Climate and Student Well-Being is measured through the California Healthy Kids Survey. The following Key Indicators are based on 2018-2019 CHKS data: 86% of students feel safe at school 80% of students report high levels of personal school contentedness. 89% of students report high levels of high expectations from a teacher or other adult at their school. | The following Key Indicators will be monitored based on 2019-2020 CHKS data: The number of students feeling safe at school will increase by 10% to 96%. The number of students reporting high levels of personal school contentedness will increase by 10% to 90%. The number of students reporting high levels of high expectations from a teacher or other adult at their school. will decrease by 6% to 95%. |
| Attendance Data | 2019-2020 attendance data identified attendance as an area for growth. | Attendance data for 2020-2021 will be monitored with the following goals: The number of students with Chronic Absenteeism will |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|--|
| | 11% of students had Chronic Absenteeism based on 2018-2019 attendance data. 18 students referred to the School Attendance Review Board (SARB) in the 2018-2019. | decrease by 3% to 8% based on 2019-2020 attendance data. The number of students referred to SARB in 2018-2019 will decrease to 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

1. Continue the implementation of PBIS/CHAMPS model throughout the school. The PBIS Committee will identify next steps of 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)

0

Source(s)

Title I
4000-4999: Books And Supplies
Materials and Supplies (See Goal 1, Action 7)

0

LCFF - Targeted
4000-4999: Books And Supplies
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

2. Continue to meet with the PBIS Committee to guide actions relating to the improvement of school climate, 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)

0

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
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. 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)

0

Source(s)

Discretionary
1000-1999: Certificated Personnel Salaries
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. Implement and utilize district behavior plan and discipline matrix to support positive 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)

| | |
|---|---|
| 0 | Discretionary 4000-4999: Books And Supplies Materials and Supplies- no additional cost (See Goal 1 action 19) |
|---|---|

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. Provide CHAMPS, Restorative Justice, NCPI, and related 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) |
|-----------|---|
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Professional Development |
| 0 | Centralized Services 1000-1999: Certificated Personnel Salaries Certificated Salary: School 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

6. Provide attendance certificate incentives to encourage daily and timely attendance by all students from local businesses

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 0 | Donation None Specified Attendance 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

7. Employ 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) |
|-----------|---|
| 10600 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: Campus Supervisors |
| 3432 | LCFF - Targeted 3000-3999: Employee Benefits Classified Benefits |
| 5000 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: Campus Supervisors Extra Help |
| 1620 | LCFF - Targeted 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

8. Utilize CST and SST processes to identify students' 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) |
|-----------|-----------|
|-----------|-----------|

0

LCFF - Targeted
4000-4999: Books And Supplies
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

9. Provide on-site counseling and support services for students through school counselor and outside agencies working with 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)

0

District Funded
1000-1999: Certificated Personnel Salaries
School Counselor

2000

LCFF - Intervention
3000-3999: Employee Benefits
School Counselor Extra Help

438

LCFF - Intervention
3000-3999: Employee Benefits
School Counselor Benefits

928

Title I
1000-1999: Certificated Personnel Salaries
School Counselor Extra Help

203

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

10. Monitor site discipline data, including referrals, suspensions, and teacher referrals to 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)

0

Source(s)

Title I
4000-4999: Books And Supplies
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. Coordinate on-site transition meetings for incoming Kindergarten classes to ensure a successful 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)

0

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
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

12.A designated Teacher Liaison will support the After School Program and communicate with appropriate 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)

0

ASES
2000-2999: Classified Personnel Salaries
Classified 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

13. Recognize students meeting school academic and behavior expectations through trimester awards and character trait awards. Local businesses will donate certificates to recognize these 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)

0

Source(s)

Donation
None Specified
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

14. 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)

0

Source(s)

ASES
2000-2999: Classified Personnel Salaries
After School Program

0

LCFF - Targeted
4000-4999: Books And Supplies
no additional charge (see Goal 1 Action 26)

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. School-wide emotional support to promote health and wellness in class presentations, focus groups, book studies 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)

5000

Source(s)

Title I

4000-4999: Books And Supplies

Materials and supplies to provide SE support

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. Provide CHAMPS incentives to support positive 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)

0

Source(s)

LCFF - Targeted

4000-4999: Books And Supplies

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

17. 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)

0

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
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.

5th Grade students

Strategy/Activity

19. 5th Grade students will be administered the California Healthy Kids 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)

0

Source(s)

District Funded
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.

After school program students

Strategy/Activity

19. A designated Teacher Liaison will support the After School Program and communicate with appropriate 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)

0

Source(s)

ASES
1000-1999: Certificated Personnel Salaries
Certificated Salary

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: 2019-20

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 2020-2021 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 emphasis a proactive and positive behavior management program 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 throughout their

classrooms to establish clear expectations for students while promoting a caring and safe environment while keeping students highly motivated. Teachers will capture engagement during distance learning and communication to support staff the need for assistance with navigating distance learning for synchronous and asynchronous instruction.

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.

No major differences were noticed. In reviewing the California Healthy Kids Survey (CHKS) administered in 2018-2019, Marina West saw a positive increase in student connectedness and positive behavior. 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 our CHKS for the 2018-2019 school year resulted in a need to improve High Parent Expectation and Parent Connectedness. At Marina West, we will provide parent professional development opportunities through Parent Nights with focus on 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

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 |
|---|--|--|
| EL Needs Assessment Survey | Parents requested Parent Professional Development nights on topics to include: Literacy, Math, Parent Participation. | Data from Parent Needs Survey will help in planning Parent Nights for the 2020-2021 school year. |
| ELAC Attendance | Based on Sign-In Rosters, average attendance at 2019-2020 meetings was 5. | Attendance to ELAC Meetings will increase to 30 based on 2020-2021 Sign-In rosters. |
| Parent Attendance at Fall Conferences | 84% of Parents attended Parent Conferences. | Parent attendance at Fall Conferences will increase to 90%. |
| Parent Attendance at Back to School Night | 2019-2020 Parent Attendance for Back to School night was 60% . | Parent attendance at Back to School Night will increase to 68% for 2020-2021. Goal met from 60% |
| Parent Workshops | An average of 13 Parents attended Parent Workshops. | Parent attendance at Parent Workshops will increase to an average of 20 parents. |
| SSC Attendance | Five parents serve on the board with five staff members | 80% attendance to all meetings |

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. ORC will organize and staff will provide 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. 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) |
|-----------|---|
| 3000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Other Classified- Outreach |
| 972 | LCFF - Intervention 3000-3999: Employee Benefits Classified Benefits |
| 0 | LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies-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.

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. Support staff and Principal will support teachers in documenting instructional events for the website or events/important information taking place at Marina West.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Discretionary
0000: Unrestricted
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.

all students

Strategy/Activity

4. 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)

0

Source(s)

Discretionary
0000: Unrestricted
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. Invite parents to attend parent-teacher conferences in November and February (at risk students only) to discuss student progress. Also offer translation for Back to School Night and other virtual/on campus 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) |
|-----------|--|
| 1500 | Title III 2000-2999: Classified Personnel Salaries Classified Salaries- Translation (Extra Help) |
| 485 | Title III 3000-3999: Employee Benefits Classified Benefits |
| 1500 | Title III 2000-2999: Classified Personnel Salaries Classified-Translations OT |
| 485 | Title III 3000-3999: Employee Benefits Classified Benefits |
| 3700 | Discretionary 1000-1999: Certificated Personnel Salaries Classified Translations (Extra Help) |
| 1198 | Discretionary 3000-3999: Employee Benefits Classified Benefits |
| 2000 | Discretionary 2000-2999: Classified Personnel Salaries Classified Translations (OT) |
| 647 | Discretionary 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

6. 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)

0

Title I
5000-5999: Services And Other Operating Expenditures
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. 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)

Source(s)

0

Donation
5000-5999: Services And Other Operating Expenditures
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. 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)

Source(s)

0

Title III
5000-5999: Services And Other Operating Expenditures
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.

Special Education students

Strategy/Activity

9. 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)

0

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
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

10. Seek parent feedback about English Learner programs, STEAM Lab, Science Lab, EL needs and school climate through parent meetings and surveys including the 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)

0

Source(s)

Title III
5000-5999: Services And Other Operating Expenditures
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 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)

0

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
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.

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.

Amount(s)

Source(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.

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.

Amount(s)

Source(s)

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: 2019-20

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 2020-2021 school year, Marina West will focus on increasing Parent Engagement and attendance across all school meetings and forums. Parents are encouraged to attend, participate, and be part of our School Site Council, ELAC, PTA, and Coffee with the Principal monthly meetings to increase their understanding and involvement in school activities and functions. 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. Additional funding was set aside for verbal and written translations for teachers for virtual/on campus support.

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, PeachJar, 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 | \$75,280.00 |
| 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 | \$181,354.00 |

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 | \$51,040.00 |
| Title III | \$15,190.00 |

Subtotal of additional federal funds included for this school: \$66,230.00

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 (\$) |
|-------------------------|-------------|
| ASES | \$0.00 |
| Centralized Services | \$0.00 |
| Discretionary | \$36,364.00 |
| District Funded | \$0.00 |
| Donation | \$500.00 |
| LCFF - Intervention | \$39,130.00 |
| LCFF - Targeted | \$39,130.00 |

Subtotal of state or local funds included for this school: \$115,124.00

Total of federal, state, and/or local funds for this school: \$181,354.00

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 |
|---------------------|----------|---------|
| Discretionary | 36364.00 | 0.00 |
| Title I | 51040.00 | 0.00 |
| Title III | 15190.00 | 0.00 |
| LCFF - Targeted | 39130.00 | 0.00 |
| LCFF - Intervention | 39130.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------|-----------|
| ASES | 0.00 |
| Centralized Services | 0.00 |
| Discretionary | 36,364.00 |
| District Funded | 0.00 |
| Donation | 500.00 |
| LCFF - Intervention | 39,130.00 |
| LCFF - Targeted | 39,130.00 |
| Title I | 51,040.00 |
| Title III | 15,190.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------------|--------|
| 1000-1999: Certificated Personnel Salaries | ASES | 0.00 |
| 2000-2999: Classified Personnel Salaries | ASES | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Centralized Services | 0.00 |
| 2000-2999: Classified Personnel Salaries | Centralized Services | 0.00 |

| | | |
|---|----------------------|-----------|
| 5000-5999: Services And Other Operating Expenditures | Centralized Services | 0.00 |
| 0000: Unrestricted | Discretionary | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Discretionary | 3,700.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 14,300.00 |
| 3000-3999: Employee Benefits | Discretionary | 5,829.00 |
| 4000-4999: Books And Supplies | Discretionary | 3,890.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 6,845.00 |
| 5700-5799: Transfers Of Direct Costs | Discretionary | 1,500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Discretionary | 300.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 0.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 0.00 |
| 3000-3999: Employee Benefits | District Funded | 0.00 |
| 4000-4999: Books And Supplies | District Funded | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | District Funded | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Donation | 0.00 |
| None Specified | Donation | 500.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 28,000.00 |
| 3000-3999: Employee Benefits | LCFF - Intervention | 8,887.00 |
| 4000-4999: Books And Supplies | LCFF - Intervention | 2,243.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 0.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 15,600.00 |
| 3000-3999: Employee Benefits | LCFF - Targeted | 5,052.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 13,162.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 5,316.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 15,928.00 |

| | | |
|--|-----------|-----------|
| 2000-2999: Classified Personnel Salaries | Title I | 5,000.00 |
| 3000-3999: Employee Benefits | Title I | 5,112.00 |
| 4000-4999: Books And Supplies | Title I | 25,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 5,469.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 3,000.00 |
| 3000-3999: Employee Benefits | Title III | 6,721.00 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 0.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 136,646.00 |
| Goal 2 | 29,221.00 |
| Goal 3 | 15,487.00 |

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
- 0 Secondary Students

| Name of Members | Role |
|-----------------------|----------------------------|
| Confidence Johnson | Principal |
| Ashley Wright | Parent or Community Member |
| Wil Gomez | Parent or Community Member |
| Leticia Ceja | Parent or Community Member |
| Alejandra Flores | Parent or Community Member |
| Janet Arroyo | Parent or Community Member |
| Esther Vargas | Classroom Teacher |
| Rebecca Meza Williams | Classroom Teacher |
| Lisa Baird Mayeda | Classroom Teacher |
| Reyna Moreno | Other School Staff |

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 10/13/2020.

Attested:

Principal, Confidence Johnson on October 13, 2020

SSC Chairperson, Lisa Baird-Mayeda on October 13, 2020


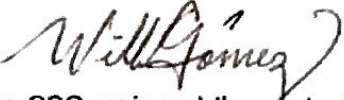
Recommendations and Assurances

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 10/13/2020.

Attested:

| | |
|--|---|
|  | Principal, Confidence Johnson on October 13, 2020 |
|  | SSC Chairperson, on October 13, 2020 |

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: 2020-21



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 |
|------------------------------|-----------------------------------|--|---------------------------|
| Thurgood Marshall K-8 School | 56725380100362 | October 9, 2020 | November 4, 2020 |

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 is the Academy of Visual and Performing Arts that focuses on SEI instruction. Marshall's mission is to inspire students to reach their highest potential. Marshall's vision is to create and maintain a culture of success. 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 provide an environment that fosters support for all students in TK-8th grade. Our special programs include Deaf and Hard of Hearing, and the Children's Academy of Listening, Language and Learning, and Visually Impaired. Marshall School just completed the full transition into a TK-8 school site. This will be the first year that Marshall will have its first promoting 8th-grade class.

The focus at Thurgood Marshall School is optimal student 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 due to distance learning, Marshall will have the support of four ISP teachers 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.

Marshall's goal for the 2020-2021 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 regular Coordinated Services Team (CST) and 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. EL students are closely monitored through the LAT process established through the district's EL Services Department. 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. This year we are implementing BrainPOP ELL and NEWSELA to support instruction for EL students.

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, 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. 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 practice 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 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 360 monitoring and data interpretation for local assessments as well as IAB assessments that provide data which helps to drive and modify instruction. The school leadership team analyzed the 2019-2020 data in the beginning of the school year to reflect on instructional practices and plan for the vision and goals for 2020-2021 school year.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers utilize IO data base, STAR 360, ELLevations, and CAASPP Interim Assessment Administration Resources to help monitor student progress throughout the school year. PLC's are held on Wednesday's 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 who provide support for Curriculum, Instruction, Biliiteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for Science and a Math Manager work directly with teachers to support instruction in Science and Math. Site Principals function as instructional leaders.

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 teachers also utilize Wednesdays in the distance learning model to meet in grade level PLC's.

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 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 an Intervention Support Providers (ISP), Kinder Para support, site Canvas Leads, 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 Parents" 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 2020-21 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 includes 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 to focus on 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 of 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.

One of our target focuses was tutoring for students. We were not able to either have students stay after school for various reasons (transportation, prior commitments, etc). Due to COVID-19 and the school closures, we were not able to complete planned intervention for tutoring in the Spring.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.38% | % | 0.42% | 2 | | 3 |
| African American | 3.95% | % | 3.89% | 21 | | 28 |
| Asian | 1.50% | % | 1.39% | 8 | | 10 |
| Filipino | 2.44% | % | 3.34% | 13 | | 24 |
| Hispanic/Latino | 81.58% | % | 82.48% | 434 | | 593 |
| Pacific Islander | 0.38% | % | 0.28% | 2 | | 2 |
| White | 8.27% | % | 6.82% | 44 | | 49 |
| Multiple/No Response | % | % | 1.39% | | | 0 |
| Total Enrollment | | | | 532 | | 719 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 107 | | 95 |
| Grade 1 | 91 | | 77 |
| Grade 2 | 102 | | 93 |
| Grade3 | 92 | | 101 |
| Grade 4 | 65 | | 98 |
| Grade 5 | 75 | | 93 |
| Grade 6 | | | 91 |
| Grade 7 | | | 71 |
| Total Enrollment | 532 | | 719 |

Conclusions based on this data:

This data shows that Marshall has a high population of hispanic/latinos 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 2020-2021 school year.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 207 | | | 28.8% |
| Fluent English Proficient (FEP) | | | 88 | | | 12.2% |
| Reclassified Fluent English Proficient (RFEP) | | | 49 | | | 21.2% |

Conclusions based on this data:

Our data shows that 28.8% of students are English Learners and 21.2% 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 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

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 67 | 87 | 99 | 67 | 86 | 97 | 67 | 86 | 97 | 100 | 98.9 | 98 |
| Grade 4 | 76 | 64 | 86 | 76 | 64 | 86 | 76 | 64 | 86 | 100 | 100 | 100 |
| Grade 5 | 94 | 70 | 65 | 93 | 70 | 65 | 93 | 70 | 65 | 98.9 | 100 | 100 |
| Grade 6 | | | 66 | | | 66 | | | 66 | | | 100 |
| All Grades | 237 | 221 | 316 | 236 | 220 | 314 | 236 | 220 | 314 | 99.6 | 99.5 | 99.4 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2366. | 2427. | 2401. | 4.48 | 27.91 | 19.59 | 19.40 | 26.74 | 12.37 | 25.37 | 19.77 | 29.90 | 50.75 | 25.58 | 38.14 |
| Grade 4 | 2399. | 2441. | 2460. | 7.89 | 14.06 | 20.93 | 14.47 | 28.13 | 26.74 | 15.79 | 23.44 | 19.77 | 61.84 | 34.38 | 32.56 |
| Grade 5 | 2488. | 2462. | 2496. | 12.90 | 12.86 | 15.38 | 29.03 | 17.14 | 35.38 | 34.41 | 25.71 | 23.08 | 23.66 | 44.29 | 26.15 |
| Grade 6 | | | 2497. | | | 10.61 | | | 24.24 | | | 28.79 | | | 36.36 |
| All Grades | N/A | N/A | N/A | 8.90 | 19.09 | 17.20 | 21.61 | 24.09 | 23.57 | 25.85 | 22.73 | 25.48 | 43.64 | 34.09 | 33.76 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.96 | 24.42 | 14.43 | 35.82 | 44.19 | 51.55 | 55.22 | 31.40 | 34.02 |
| Grade 4 | 10.53 | 14.06 | 17.44 | 43.42 | 48.44 | 60.47 | 46.05 | 37.50 | 22.09 |
| Grade 5 | 20.43 | 17.14 | 20.00 | 54.84 | 38.57 | 52.31 | 24.73 | 44.29 | 27.69 |
| Grade 6 | | | 9.09 | | | 51.52 | | | 39.39 |
| All Grades | 13.98 | 19.09 | 15.29 | 45.76 | 43.64 | 54.14 | 40.25 | 37.27 | 30.57 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.96 | 20.93 | 14.43 | 41.79 | 48.84 | 44.33 | 49.25 | 30.23 | 41.24 |
| Grade 4 | 10.53 | 10.94 | 16.28 | 34.21 | 53.13 | 48.84 | 55.26 | 35.94 | 34.88 |
| Grade 5 | 27.96 | 18.57 | 21.54 | 43.01 | 40.00 | 55.38 | 29.03 | 41.43 | 23.08 |
| Grade 6 | | | 16.67 | | | 53.03 | | | 30.30 |
| All Grades | 16.95 | 17.27 | 16.88 | 39.83 | 47.27 | 49.68 | 43.22 | 35.45 | 33.44 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.48 | 24.42 | 12.37 | 67.16 | 55.81 | 62.89 | 28.36 | 19.77 | 24.74 |
| Grade 4 | 5.26 | 10.94 | 12.79 | 50.00 | 68.75 | 73.26 | 44.74 | 20.31 | 13.95 |
| Grade 5 | 9.68 | 12.86 | 7.69 | 69.89 | 52.86 | 73.85 | 20.43 | 34.29 | 18.46 |
| Grade 6 | | | 10.61 | | | 71.21 | | | 18.18 |
| All Grades | 6.78 | 16.82 | 11.15 | 62.71 | 58.64 | 69.75 | 30.51 | 24.55 | 19.11 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 7.46 | 32.56 | 20.62 | 50.75 | 45.35 | 46.39 | 41.79 | 22.09 | 32.99 |
| Grade 4 | 7.89 | 20.31 | 17.44 | 44.74 | 53.13 | 58.14 | 47.37 | 26.56 | 24.42 |
| Grade 5 | 21.51 | 21.43 | 29.23 | 54.84 | 41.43 | 44.62 | 23.66 | 37.14 | 26.15 |
| Grade 6 | | | 7.58 | | | 57.58 | | | 34.85 |
| All Grades | 13.14 | 25.45 | 18.79 | 50.42 | 46.36 | 51.59 | 36.44 | 28.18 | 29.62 |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. In the 2018-2019 school year, in the area of reading, all grade levels decreased the number of students below standard by almost 7%. In writing, we also decreased the number of students below the standard by 2%. Listening also decreased by 5% for students performing below the standard. Research and Inquiry increased slightly by 1%. By closely monitoring individual student progress data and identifying students not making adequate progress, students who need extra support will receive reteaching, small group instruction and other interventions as appropriate. Formative and evaluative evaluations will contribute to a clear understanding of individual student progress. Data meetings and collaboration with teachers will focus on the progress monitoring of students through STAR 360 and a variety of assessments.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 67 | 87 | 99 | 67 | 86 | 98 | 67 | 86 | 98 | 100 | 98.9 | 99 |
| Grade 4 | 76 | 64 | 86 | 76 | 64 | 86 | 76 | 64 | 86 | 100 | 100 | 100 |
| Grade 5 | 94 | 70 | 65 | 93 | 70 | 65 | 93 | 70 | 65 | 98.9 | 100 | 100 |
| Grade 6 | | | 66 | | | 66 | | | 66 | | | 100 |
| All Grades | 237 | 221 | 316 | 236 | 220 | 315 | 236 | 220 | 315 | 99.6 | 99.5 | 99.7 |

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2384. | 2409. | 2413. | 2.99 | 9.30 | 17.35 | 17.91 | 29.07 | 21.43 | 37.31 | 29.07 | 21.43 | 41.79 | 32.56 | 39.80 |
| Grade 4 | 2441. | 2433. | 2451. | 5.26 | 3.13 | 6.98 | 22.37 | 23.44 | 27.91 | 40.79 | 37.50 | 33.72 | 31.58 | 35.94 | 31.40 |
| Grade 5 | 2481. | 2450. | 2469. | 10.75 | 4.29 | 10.77 | 16.13 | 15.71 | 9.23 | 40.86 | 24.29 | 36.92 | 32.26 | 55.71 | 43.08 |
| Grade 6 | | | 2477. | | | 3.03 | | | 12.12 | | | 45.45 | | | 39.39 |
| All Grades | N/A | N/A | N/A | 6.78 | 5.91 | 10.16 | 18.64 | 23.18 | 18.73 | 39.83 | 30.00 | 33.02 | 34.75 | 40.91 | 38.10 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.96 | 18.60 | 22.45 | 38.81 | 40.70 | 31.63 | 52.24 | 40.70 | 45.92 |
| Grade 4 | 11.84 | 14.06 | 16.28 | 32.89 | 28.13 | 33.72 | 55.26 | 57.81 | 50.00 |
| Grade 5 | 16.13 | 7.14 | 12.31 | 39.78 | 28.57 | 33.85 | 44.09 | 64.29 | 53.85 |
| Grade 6 | | | 4.55 | | | 37.88 | | | 57.58 |
| All Grades | 12.71 | 13.64 | 14.92 | 37.29 | 33.18 | 33.97 | 50.00 | 53.18 | 51.11 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 11.94 | 19.77 | 23.47 | 49.25 | 51.16 | 42.86 | 38.81 | 29.07 | 33.67 |
| Grade 4 | 13.16 | 7.81 | 15.12 | 42.11 | 54.69 | 48.84 | 44.74 | 37.50 | 36.05 |
| Grade 5 | 13.98 | 8.57 | 9.23 | 47.31 | 34.29 | 47.69 | 38.71 | 57.14 | 43.08 |
| Grade 6 | | | 4.55 | | | 42.42 | | | 53.03 |
| All Grades | 13.14 | 12.73 | 14.29 | 46.19 | 46.82 | 45.40 | 40.68 | 40.45 | 40.32 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.48 | 17.44 | 20.41 | 55.22 | 52.33 | 37.76 | 40.30 | 30.23 | 41.84 |
| Grade 4 | 6.58 | 9.38 | 16.28 | 51.32 | 45.31 | 46.51 | 42.11 | 45.31 | 37.21 |
| Grade 5 | 13.98 | 7.14 | 7.69 | 50.54 | 45.71 | 44.62 | 35.48 | 47.14 | 47.69 |
| Grade 6 | | | 6.06 | | | 48.48 | | | 45.45 |
| All Grades | 8.90 | 11.82 | 13.65 | 52.12 | 48.18 | 43.81 | 38.98 | 40.00 | 42.54 |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. For the 2018-2019 school year, overall our mathematics scores did not show as significant growth as our Language Arts scores. Marshall improved in the percentage of students above standard and decreased in the number of students below standard for concepts and procedures. Grades 3 and 4 showed a slight decrease in overall achievement. All grade levels showed an increase in the area of problem-solving & modeling/analysis, concepts and procedures, and communicating reasoning. Through close progress monitoring of individual student progress in Mathematics, students not making adequate progress will be given reteaching of concepts and skills. Small group instruction will give extra support to students with their outcomes closely monitored by teachers. Data meetings and collaboration with teachers will focus on the progress monitoring of students through STAR 360 and a variety of assessments. Teachers are receiving additional strategies that incorporate Math Mindset to help improve instruction.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1415.7 | | 1422.1 | | 1400.9 | | 31 |
| Grade 1 | | 1461.6 | | 1473.4 | | 1449.2 | | 45 |
| Grade 2 | | 1492.6 | | 1501.0 | | 1483.6 | | 41 |
| Grade 3 | | 1478.6 | | 1465.4 | | 1491.3 | | 27 |
| Grade 4 | | 1487.5 | | 1469.7 | | 1504.7 | | 27 |
| Grade 5 | | 1529.0 | | 1515.4 | | 1542.0 | | 12 |
| Grade 6 | | * | | * | | * | | 5 |
| All Grades | | | | | | | | 188 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 12.90 | | 45.16 | | 19.35 | | 22.58 | | 31 |
| 1 | | 22.22 | | 33.33 | | 26.67 | | 17.78 | | 45 |
| 2 | | 17.07 | | 48.78 | | 31.71 | | 2.44 | | 41 |
| 3 | | 0.00 | | 40.74 | | 40.74 | | 18.52 | | 27 |
| 4 | | 11.11 | | 51.85 | | 22.22 | | 14.81 | | 27 |
| 5 | | 16.67 | | 50.00 | | 33.33 | | 0.00 | | 12 |
| All Grades | | 14.36 | | 43.62 | | 28.72 | | 13.30 | | 188 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 22.58 | | 35.48 | | 22.58 | | 19.35 | | 31 |
| 1 | | 35.56 | | 28.89 | | 31.11 | | 4.44 | | 45 |
| 2 | | 39.02 | | 46.34 | | 12.20 | | 2.44 | | 41 |
| 3 | | 7.41 | | 48.15 | | 22.22 | | 22.22 | | 27 |
| 4 | | 25.93 | | 48.15 | | 14.81 | | 11.11 | | 27 |
| 5 | | 33.33 | | 50.00 | | 16.67 | | 0.00 | | 12 |
| All Grades | | 28.72 | | 41.49 | | 20.21 | | 9.57 | | 188 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 12.90 | | 41.94 | | 25.81 | | 19.35 | | 31 |
| 1 | | 13.33 | | 35.56 | | 24.44 | | 26.67 | | 45 |
| 2 | | 9.76 | | 36.59 | | 29.27 | | 24.39 | | 41 |
| 3 | | 3.70 | | 14.81 | | 70.37 | | 11.11 | | 27 |
| 4 | | 11.11 | | 40.74 | | 29.63 | | 18.52 | | 27 |
| 5 | | 8.33 | | 41.67 | | 41.67 | | 8.33 | | 12 |
| All Grades | | 10.11 | | 35.11 | | 34.57 | | 20.21 | | 188 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 12.90 | | 74.19 | | 12.90 | | 31 |
| 1 | | 51.11 | | 40.00 | | 8.89 | | 45 |
| 2 | | 31.71 | | 63.41 | | 4.88 | | 41 |
| 3 | | 3.70 | | 66.67 | | 29.63 | | 27 |
| 4 | | 14.81 | | 70.37 | | 14.81 | | 27 |
| 5 | | 8.33 | | 91.67 | | 0.00 | | 12 |
| All | | 25.53 | | 62.77 | | 11.70 | | 188 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 35.48 | | 41.94 | | 22.58 | | 31 |
| 1 | | 26.67 | | 64.44 | | 8.89 | | 45 |
| 2 | | 48.78 | | 48.78 | | 2.44 | | 41 |
| 3 | | 33.33 | | 44.44 | | 22.22 | | 27 |
| 4 | | 44.44 | | 40.74 | | 14.81 | | 27 |
| 5 | | 75.00 | | 8.33 | | 16.67 | | 12 |
| All Grades | | 40.43 | | 46.81 | | 12.77 | | 188 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 0.00 | | 77.42 | | 22.58 | | 31 |
| 1 | | 28.89 | | 44.44 | | 26.67 | | 45 |
| 2 | | 17.07 | | 53.66 | | 29.27 | | 41 |
| 3 | | 3.70 | | 59.26 | | 37.04 | | 27 |
| 4 | | 11.11 | | 66.67 | | 22.22 | | 27 |
| 5 | | 25.00 | | 58.33 | | 16.67 | | 12 |
| All Grades | | 14.36 | | 57.98 | | 27.66 | | 188 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 61.29 | | 22.58 | | 16.13 | | 31 |
| 1 | | 8.89 | | 62.22 | | 28.89 | | 45 |
| 2 | | 9.76 | | 75.61 | | 14.63 | | 41 |
| 3 | | 7.41 | | 85.19 | | 7.41 | | 27 |
| 4 | | 25.93 | | 59.26 | | 14.81 | | 27 |
| 5 | | 16.67 | | 83.33 | | 0.00 | | 12 |
| All Grades | | 21.28 | | 62.77 | | 15.96 | | 188 |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is no ELPAC data for the 2019-2020 school year. However, Marshall did have a reclassification rate of 21%. For the 2018-2019 school year, 19% of Marshall's English Learners Reclassified. Teachers continue to provide strategies and support for the EL's in the classroom. Teachers provide students opportunities to practice ELPAC type questions throughout the school year. 6th-8th grade teachers are targeting long term EL students by incorporating AVID Excel strategies into the classroom in addition to planning and designing lessons to meet the needs of English Learners.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 593 | 63.1 | 39.0 | 0.2 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 231 | 39.0 |
| Foster Youth | 1 | 0.2 |
| Homeless | 7 | 1.2 |
| Socioeconomically Disadvantaged | 374 | 63.1 |
| Students with Disabilities | 89 | 15.0 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 21 | 3.5 |
| American Indian | 3 | 0.5 |
| Asian | 10 | 1.7 |
| Filipino | 20 | 3.4 |
| Hispanic | 481 | 81.1 |
| Two or More Races | 12 | 2.0 |
| Pacific Islander | 1 | 0.2 |
| White | 45 | 7.6 |





Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. For the 2018-2019 school year, 75% of the students are Marshall are socioeconomically disadvantaged, 43% of students are English Learners. The significant ethnic groups include Hispanic, White and African American. Based on this data, Marshall will focus on strengthening designated and integrated English Language Development for English Learners. Teachers will analyze formative and summative assessments throughout the year that will help drive instruction, allowing students to progress monitor student achievement and develop specific targeted intervention for the needs of the students. Marshall will be monitoring the various subgroups throughout the year.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="763 506 852 537">Orange</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1242 506 1331 537">Orange</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 378 735">Yellow</p> | | |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. For the 2018-2019 school year, Based on the Overall Performance for 2018, Marshall School falls in the mid range with academic performance, academic engagement and suspension rate. Marshall will continue to monitor student progress to guide instruction and monitor student attendance, and the overall conditions and climate of the campus.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Orange 21.8 points below standard Maintained ++0.5 points 308 | <p>English Learners</p>  Orange 34.9 points below standard Maintained ++1.5 points 142 | <p>Foster Youth</p>  No Performance Color 0 Students |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | <p>Socioeconomically Disadvantaged</p>  Orange 38 points below standard Maintained -1.4 points 199 | <p>Students with Disabilities</p>  Red 97.6 points below standard Declined -8.5 points 64 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color 25.1 points above standard 11 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 28.9 points below standard Maintained -0.3 points 255 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 5.9 points above standard Increased Significantly ++17.1 points 22 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| 83.1 points below standard Declined Significantly -16.9 points 65 | 5.8 points above standard Declined Significantly -19.4 points 77 | 12.1 points below standard Maintained -1.9 points 163 |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. For the 2018-2019 school year, Overall for Grades 3-6, Marshall School increased. Student Groups that increased include English Learners and Socioeconomically disadvantaged, while students with disabilities maintained. Students who were Hispanic and White increased, and English Learners, Reclassified and English Only students increased. Marshall will continue to use various evidence-based EL strategies with our English Language Learners. We will continue to monitor and evaluate the needs of English Language Learners, and provide interventions and enrichment to continue academic growth and achievement.

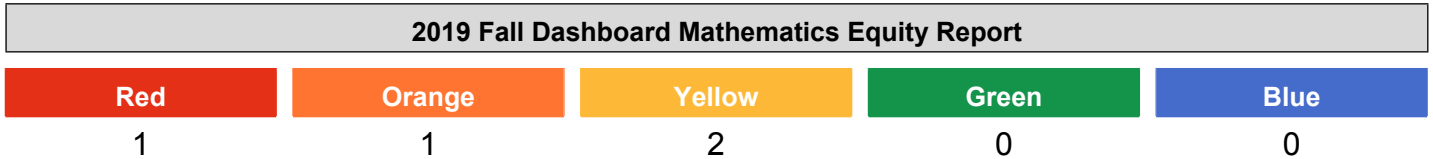
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p>  Yellow 43.2 points below standard Increased ++6.1 points 308 | <p>English Learners</p>  Yellow 49 points below standard Increased ++11.4 points 142 | <p>Foster Youth</p> |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 | <p>Socioeconomically Disadvantaged</p>  Orange 60.1 points below standard Maintained ++2.1 points 199 | <p>Students with Disabilities</p>  Red 110.4 points below standard Declined Significantly -24 points 64 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color 9.9 points above standard 11 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 50.3 points below standard Increased ++5.9 points 255 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 6.9 points below standard Increased Significantly ++24.1 points 22 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 90.7 points below standard Declined -12.8 points 65 | 13.8 points below standard Increased ++10.5 points 77 | 40 points below standard Maintained ++0.4 points 163 |

Conclusions based on this data:

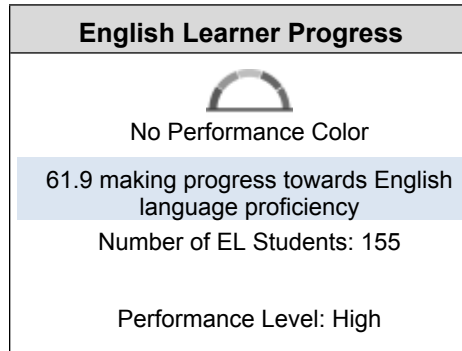
Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. For the 2018-2019 school year, Overall for Grades 3-6, Marshall School maintained. Student Groups that declined include socioeconomically disadvantaged and English Learners. The group that increased was students with disabilities. Students who were Hispanic maintained, while White students declined. English Learners and Reclassified students declined, while English Only students maintained. Marshall will continue to use evidence-based EL strategies for English Learners. We will also strengthen our work with Mathematical Mindset training. Teachers will be provided with collaboration time to discuss successful strategies used in the classroom along with the use of the District Math manager to ensure that instruction in mathematics is being implemented more effectively.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 13.5 | 24.5 | 3.2 | 58.7 |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. For the 2018-2019 school year, 65% of EL students are well developed or moderately developed. At Marshall, the majority of English Learners are Moderately Developed. Marshall will use evidence-based strategies to increase the proficiency levels of our English Language Learners. Grade level teams will collaborate to specifically focus on the needs of the EL students based on their performance level. Designated and Integrated ELD will be implemented using district adopted materials. Middle school students will have opportunities to use AVID Excel strategies within the classroom in order to target English Learner growth.

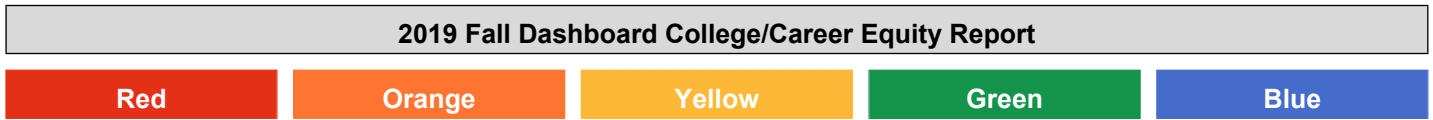
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

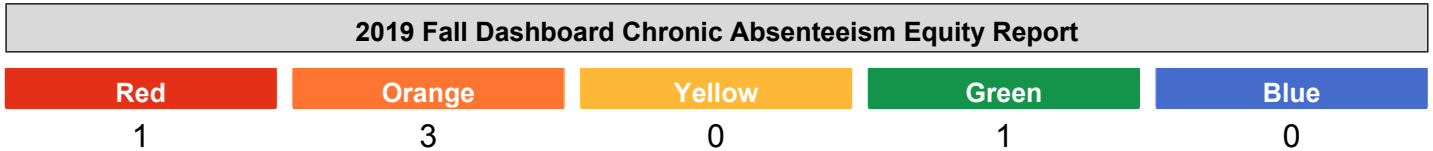
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  Orange 9.9 Increased +1.9 624 | <p>English Learners</p>  Orange 9.1 Increased +1.8 243 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |
| <p>Homeless</p>  No Performance Color 13.3 Declined -11.7 15 | <p>Socioeconomically Disadvantaged</p>  Red 12.2 Increased Significantly +3.4 411 | <p>Students with Disabilities</p>  Orange 12.9 Maintained -0.4 116 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|--|--|
|  No Performance Color 11.5 Increased +2.4 26 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color 16.7 12 |  No Performance Color 0 Maintained 0 20 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 10.2 Increased +1.5 502 |  No Performance Color 30.8 13 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Green 4.3 Maintained +0.2 46 |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. For the 2018-2019 school year, all students have maintained in Chronic Absenteeism, however, the following subgroups increased: Homeless, Students with Disabilities and African Americans. The groups that decreased are English Learners and White. The groups that maintained are Hispanic, Filipino and Socioeconomically disadvantaged. Marshall will develop an incentive-based program for students with chronic absenteeism. The ORC in coordination with the Attendance Tech will monitor absences and provide outside resources to the families as needed. Mini SARB's are held frequently to educate parents on the importance of school attendance and to identify any obstacles students may be facing that are preventing them from being at school and on time every day.

School and Student Performance Data

Academic Engagement Graduation Rate

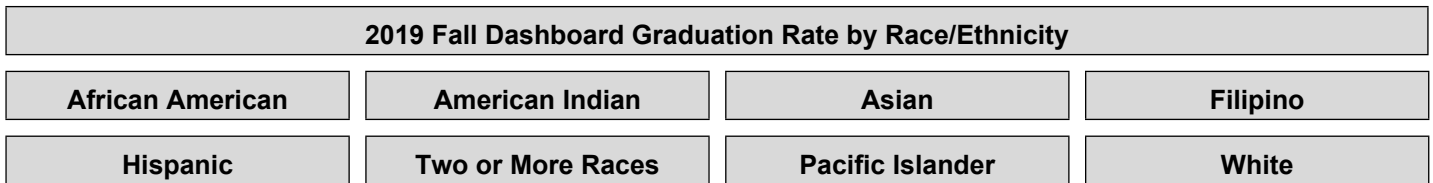
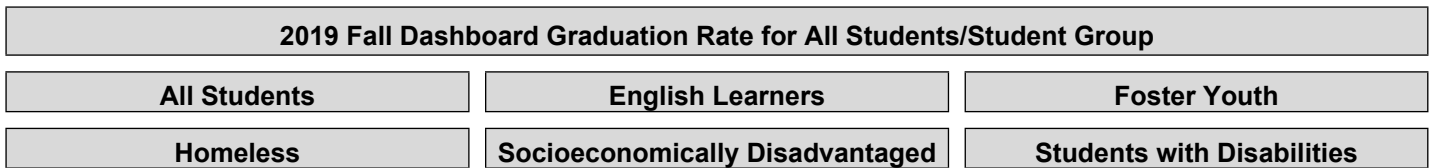
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

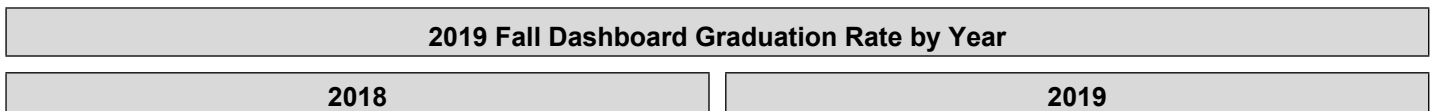
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

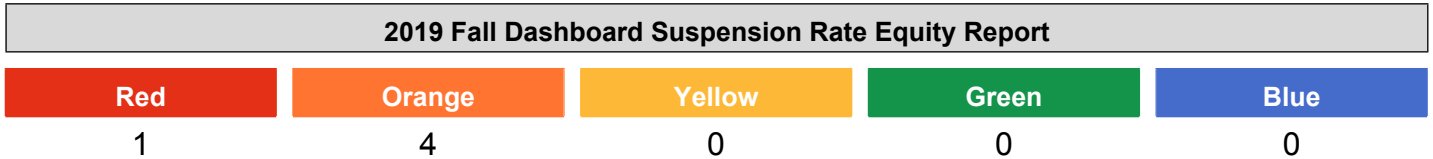
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  Orange 3 Increased Significantly +2.3 630 | <p>English Learners</p>  Orange 2 Increased +1.6 245 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 |
| <p>Homeless</p>  No Performance Color 6.7 Increased +6.7 15 | <p>Socioeconomically Disadvantaged</p>  Red 3.6 Increased Significantly +2.9 416 | <p>Students with Disabilities</p>  Orange 3.4 Increased +3.4 117 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color 3.8 Increased +3.8 26 |  No Performance Color Less than 11 Students - Data 3 |  No Performance Color 0 12 |  No Performance Color 10 Increased +10 20 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 3 Increased Significantly +2.1 507 |  No Performance Color 0 13 |  No Performance Color Less than 11 Students - Data 2 |  Orange 2.1 Increased +2.1 47 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.7 | 3 |

Conclusions based on this data:

Due to COVID-19 and the school closures, there is no data for the 2019-2020 school year. For the 2018-2019 school year, the 2018 Fall Dashboard Suspension Rate (0.7%) indicates that there was an increase in students who were suspended, specifically with Hispanics at 0.9%. Marshall School began the roll-up of the K-8 with the implementation of sixth grade last year, which could have contributed to the increase in suspensions. Marshall has established a progressive discipline policy and has trained staff in CHAMPS and PBIS strategies to help target behavioral 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 academic standards 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 | 63 % of Kinder students were at or above benchmark. 49% of 1st grade students were at or above benchmark. 35% of 2nd grade students were at or above benchmark. | Students in grades K-2 who meet or exceed benchmark will increase by 10%. |
| STAR360 Reading | Fall 2020 Baseline Data: 62% of 2nd grade students were at or above the benchmark. 33% of 3rd grade students were at or above the benchmark. 24% of 4th grade students were at or above the benchmark. 35% of 5th grade students were at or above the benchmark. 44% of 6th grade students were at or above the benchmark. | Students in grades 1-8 who meet or exceed benchmark will increase by 10%. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------|---|--|
| | <p>25% of 7th grade students were at or above the benchmark.</p> <p>26% of 8th grade students were at or above the benchmark.</p> | |
| STAR360 Math | <p>Fall 2020 Baseline Data:</p> <p>54% of 1st grade students were at or above the benchmark.</p> <p>56% of 2nd grade students were at or above the benchmark.</p> <p>38% of 3rd grade students were at or above the benchmark.</p> <p>12% of 4th grade students were at or above the benchmark.</p> <p>16% of 5th grade students were at or above the benchmark.</p> <p>16% of 6th grade students were at or above the benchmark.</p> <p>19% of 7th grade students were at or above the benchmark.</p> <p>22% of 8th grade students were at or above the benchmark.</p> | <p>Students in grades 1-8 who meet or exceed benchmark will increase by 10%.</p> |
| Reclassification rates | <p>21.2% of EL students in grades 3-7 reclassified during the 2019-2020 school year.</p> | <p>The reclassification rate of EL students will increase by at least 5%.</p> |
| CAASPP Math (2018-2019) | <p>38% of students in grade 3 met or exceeded the benchmark.</p> <p>35% of students in grade 4 met or exceeded the benchmark.</p> <p>20% of students in grade 5 met or exceeded the benchmark.</p> <p>15% of students in grade 6 met or exceeded the benchmark.</p> | <p>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.</p> |
| CAASPP ELA (2018-2019) | <p>32% of students in grade 3 met or exceeded the benchmark.</p> | <p>Students will demonstrate growth by moving one or two levels across the different</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| | 48% of students in grade 4 met or exceeded the benchmark. 50% of students in grade 5 met or exceeded the benchmark. 32% of students in grade 6 met or exceeded the benchmark. | 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 implement Math Mindset strategies and ST 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
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 360, Wonders unit assessments, Study Sync, 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. The Canvas Lead teachers will provide ongoing training and support to staff throughout the school year to help fully implement 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)

10,000

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 English Learners.

Strategy/Activity

Dedicated ELD instruction will be provided to students by classroom teachers to EL students 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)

4,000

Source(s)

Title III
4000-4999: Books And Supplies
Supplemental materials
Brain Pop ELL
NEWSELA

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.

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 all students, with an emphasis on English Learners, Foster Youth, Homeless, Special Education and African American population groups.

Strategy/Activity

ISP (Intervention Support Provider) teacher will provide support and intervention to address the needs of students who need extra help in 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) |
|-----------|--|
| 51,836 | Title I 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP Teachers |
| 8,144 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP Teachers |

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

Coordinations of Services Team (CST) and Student Success Team (SST) meetings to address the instructional needs of at risk students. Outreach Coordinator (ORC) coordinates 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) | Source(s) |
|-----------|-----------------|
| 2,000 | LCFF - Targeted |

1000-1999: Certificated Personnel Salaries
Teacher Substitutes

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

In order to improve reading achievement, the district has provided two ISP teachers for the Marshall School site. These teachers are site-based and will support language arts instruction in grades TK-8. ISP's 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)

Centralized Services
1000-1999: Certificated Personnel Salaries
Teacher Salary

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.

This goal pertains to all students.

Strategy/Activity

Teachers will analyze curriculum based assessments in ELA, SLA, 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)

4000

Title III
1000-1999: Certificated Personnel Salaries
Teachers: Extra Help

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

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)

3,000

LCFF - Targeted
4000-4999: Books And Supplies
Materials
Teachers: Extra Help
Certificated Substitutes

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

Accelerated Reader, Star360, 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 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

Teachers and Staff will have use of the Cannon copier machines, laminator and Duplo copy machine for support in duplicating 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)

4,884

Discretionary
5000-5999: Services And Other Operating Expenditures
Maintenance Agreement

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

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)

[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.

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)

[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.

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)

Source(s)

8,000

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Certificated Substitutes

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.

This goal pertains to all students.

Strategy/Activity

Recognize student progress toward meeting their goals in Accelerated Reader (AR) monthly through the purchase of student incentives and achievement and participation in the CAASPP 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)

5,000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
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.

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) |
|-----------|--|
| 1,000 | LCFF - Intervention 4000-4999: Books And Supplies 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.

This goal pertains to all students.

Strategy/Activity

Administration 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 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

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

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 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)

Centralized Services

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

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
5000-5999: Services And Other Operating Expenditures
Conference expenses
Professional development

5,000

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Conference expenses
Professional Development

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

Library will receive new books that add to Accelerated Reader selections. Physical improvements in the Library will increase student and teacher access to Library. The library will update the catalog to meet the needs of 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)

9,356

Source(s)

LCFF - Intervention
4000-4999: Books And Supplies
Books for library
supplies

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

To support implementation of 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)

17,180

Source(s)

Discretionary
4000-4999: Books And Supplies

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

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 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

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)

5,000LCFF - Targeted
4000-4999: Books And Supplies
Headphones
Microphones5,000Discretionary

4000-4999: Books And Supplies
Replace Technology

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.

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)

5,000

Source(s)

LCFF - Targeted
5000-5999: Services And Other Operating Expenditures
Field Trip Fees

5,000

LCFF - Intervention
5000-5999: Services And Other Operating Expenditures
Virtual AVID Field Trip
AVID Opportunities

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.

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)

5,000

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
Certificated hourly rate for tutoring

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.

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)

Source(s)

500

Title III
1000-1999: Certificated Personnel Salaries
Professional development
Certificated Substitutes

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.

This goal pertains to English Learners.

Strategy/Activity

EL student progress will be monitored through data meetings reviewing STAR360, 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)

1,140

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Teacher in Charge Extra Hours
Certificated Substitute

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.

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)

1,500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies

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.

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.

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 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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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, Marshall utilized the Reading Specialist and hired an Intervention Service Provider (ISP) to target students in grades 1-4.

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 two ISP teachers targeting 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 360, CAASPP Interim Assessment Block, 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 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.

For 2020-2021 the overall Marshall budget is larger due to the increase in the amount of students. Last year enrollment was 720 and this year the current enrollment is 800. 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 2020-2021 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. The Canvas Lead Teachers will work closely with our teaching staff to provide support as we transition completely to this learning management system.

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 was 9.9% | Chronic Absenteeism rates for 2020-2021 will decrease by 2% |
| California Healthy Kids Survey (2018-2019): percentages of students who indicate positive indicators, such as opportunities for meaningful participation at their school. | As demonstrated in the California Healthy Kids Survey taken by 5th graders: 89% indicated academic motivation 80% of showed strong school connectedness 87% of 5th grades felt safe at school 78% reported high levels caring relationship with a teacher, or other adult at school 91% of students had recognition of high expectations of teachers. | California Healthy Kids Survey: The number of students indicating academic motivation will increase by 5% to 94%. The number of students indicating strong school connectedness will increase by 10% to 90%. The number of students who feel very safe at school will increase 5% to 92%. The number of students who report high level of caring relationships with a teacher, or other adult at their school will increase by 10% to 88%. The number of students with recognition of high |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| | | expectations of teachers will increase by 5% to 96%. |
| 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

CHAMPS is used as a structure to support positive student outcomes in a school wide 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)

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. Grades 6-8 students attend an assembly on the effects of tobacco use. Incentives with healthy choice themes are given to 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)

1,000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and student 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.

Strategy/Activity

Provide students with attendance 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)

5000

Source(s)

LCFF - Targeted
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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

This goal pertains to all students.

Strategy/Activity

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)

[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.

This goal pertains to all students.

Strategy/Activity

Students, staff and parents will participate in the California Healthy Kids Survey, California School Staff Survey, and California School Parent Survey, and the 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)

2,500

LCFF - Intervention
4000-4999: Books And Supplies
CHAMPS Store Items

2,500

LCFF - Targeted
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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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.

Strategy/Activity

K-2nd 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)

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 RtI 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)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor (see goal 1, action 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.

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)

5,000

Source(s)

LCFF - Intervention
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)

2000

Source(s)

LCFF - Targeted
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)

3,000

Source(s)

Discretionary
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)

3,000

Source(s)

LCFF - Targeted
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

6th Grade teachers will receive Minnesota Smoking Prevention Program (MSPP) training to educate 6th grade students on tobacco 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)

District Funded
4000-4999: Books And Supplies
Materials

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

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)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Campus Assistants

6,500

Discretionary
2000-2999: Classified Personnel Salaries
Extra Hours

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

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) |
|-----------|---|
| 3,000 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Extra staff hours |
| 5,000 | LCFF - Targeted 4000-4999: Books And Supplies Safety Materials Safety 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

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) |
|-----------|--|
| 5,000 | Discretionary 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.

This goal pertains to all students.

Strategy/Activity

Counselor works with the entire school to support the social emotional development of all Tier I students. Students are identified as needing Tier II level intervention receive a more targeted counseling goal. Counselor works with School Psychologist to transition those students needing Tier III 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
1000-1999: Certificated Personnel Salaries
Counselor (see goal 1, action 6)

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

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)

[Empty box for Amount(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.

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.

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

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: 2019-20

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. The teaching staff was given an opportunity to read "Fostering Resilient Learners" last school year to help spark the conversation in regard to how to help support students with traumatic needs. One need, 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 our social-emotional needs. As a result, the PBIS team with the lead of the counselor developed the "Bulldog Paw Pad" that provides 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 provide this type of 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 the 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.

For the 2020-2021 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 K-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 target 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 Parents | 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 50% at PTA meetings. Attendance at ELAC meetings will increase by 25%. Attendance at Coffee with Parents meetings will increase by 50%. |
| 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.

Strategy/Activity

Parents are given an overview of involvement opportunities at Middle School Orientation 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)

[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.

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)

[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.

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 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 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. The 8th grade class will be invited to participate in creating a Time Capsule as they are the first promoting class at Marshall 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) |
|-----------|---|
| 700 | Title III Reclassification Refreshments |
| 300 | Title III Reclassification Supplies for awards |
| 1000 | Discretionary Sports Banquet Refreshments Supplies Time Capsule supplies |

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

Discretionary

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 III

Translators

5,000

Discretionary

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 return to school 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) |
|-----------|--|
| 5,000 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher Extra Help |
| 5,000 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified 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.

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.

This goal pertains to all students.

Strategy/Activity

Coffee with Parents 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) |
|-----------|-----------|
|-----------|-----------|

| | |
|-----|-------------------------------|
| 200 | Discretionary Refreshments |
| 350 | Discretionary 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.

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) |
|-----------|--------------------|
| | 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.

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) |
|-----------|---|
| 500 | Discretionary Refreshments 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.

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 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)

ORC (see goal 1, action 6)

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.

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 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 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

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: 2019-20

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. Families are provided 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 money. 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.

The major difference was not being able to carry out Spring Fling, Reclassification celebration, the Sports Banquet and the remainder of the parent nights 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 2020-2021 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. This year Marshall is very proud to promote the first 8th grade class.

A Time Capsule will be created by the 8th grade class to leave for the 8th Grade Class of 2028-2029 (Current Kinder Class).

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 | \$63,976 |
| 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 | \$224,840.00 |

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 | \$51,836.00 |
| Title III | \$12,140.00 |

Subtotal of additional federal funds included for this school: \$63,976.00

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 (\$) |
|-------------------------|-------------|
| Discretionary | \$48,864.00 |
| LCFF - Intervention | \$46,000.00 |
| LCFF - Targeted | \$66,000.00 |

Subtotal of state or local funds included for this school: \$160,864.00

Total of federal, state, and/or local funds for this school: \$224,840.00

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 |
|---------------------|--------|---------|
| Discretionary | 48,864 | 0.00 |
| Title I | 51,836 | 0.00 |
| Title III | 12,140 | 0.00 |
| LCFF - Targeted | 66,000 | 0.00 |
| LCFF - Intervention | 46,000 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| Discretionary | 48,864.00 |
| LCFF - Intervention | 46,000.00 |
| LCFF - Targeted | 66,000.00 |
| Title I | 51,836.00 |
| Title III | 12,140.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---------------------|-----------|
| | Discretionary | 6,800.00 |
| | Discretionary | 500.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 6,500.00 |
| 4000-4999: Books And Supplies | Discretionary | 30,180.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 4,884.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 28,144.00 |
| 4000-4999: Books And Supplies | LCFF - Intervention | 12,856.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Intervention | 5,000.00 |

| | | |
|--|-----------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 23,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 5,000.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 33,000.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 5,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 51,836.00 |
| | Title III | 1,700.00 |
| | Title III | 300.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 5,640.00 |
| 4000-4999: Books And Supplies | Title III | 4,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 500.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 162,040.00 |
| Goal 2 | 43,500.00 |
| Goal 3 | 19,300.00 |

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 |
|----------------------|----------------------------|
| Sarah Lepe | Principal |
| Heather Rose | 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 9, 2020.

Attested:



Principal, Sarah Lepe on 10/9/20



SSC Chairperson, Sandy Sloan on 10/9/20

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: **2020-21**



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 |
|-------------------------------------|-----------------------------------|--|---------------------------|
| Christa McAuliffe Elementary School | 56725380100362 | October 1, 2020 | November 4, 2020 |

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.

2020 Vision was a popular theme many businesses selected to kick-off the year. Turns out, our site leadership and our stakeholders have had to maintain a 2020 vision as we provide instruction, assessments, and supports to students and families across all learning platforms; this includes distance learning and hybrid learning. This year's school plan makes every effort to provide services and supports based on current data during Distance Learning, but also anticipates what needs might arise in the event our school moves Hybrid Learning (A/B cohorts). This dual-lens perspective is intentional in that it ensures students' current and anticipated needs are met. The overall plan focuses on academics, socio-emotional support, and parent engagement.

The McAuliffe Way

Christa McAuliffe's outlined plan for the 2020-21 school year is comprehensive and it includes all student groups. This academic year is vastly different from previous years due to the global pandemic that resulted in all students attending school remotely. March 12, 2020, was the last day students were physically on campus for a full day of instruction. In past years, we have concerned

ourselves with a "summer slide." This simply put, is students' academic muscle becomes a bit atrophied due to the lack of routines, putting into practice academic strategies and giving full attention to reading and math during the summer. This year, we are sorely aware that added to the "summer slide" was the type of instruction children received throughout the country in the spring due to the school facilities closing and students learning online. We recognize that we need to address any missing concepts students might have. As in the past, our plan's goals are but three. First is instruction, assessment and monitoring of students in the core of academics - Math and English Language Arts. These two content areas will be taught synchronously and asynchronously via Zoom per the Oxnard School District Daily Student Schedule. The remaining content areas will be taught asynchronously. The challenge in crafting this plan is that the current status of instruction is entirely remotely. Distance Learning can impact the results of any assessments given at home. Plus, we continue to work on student connectivity and engagement. Regardless of where students are located while learning, it is our site mission to "establish and maintain a safe and diverse learning environment that inspires academic, emotional, social, and physical growth for every student, every day." The expected outcome for students is that the McAuliffe staff is committed to empowering 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. These efforts include the foundation of teaching students to read, write, and finding solutions to mathematical problems. Second, Social-Emotional Learning (SEL) has always been important, but in this season, our site has a heightened awareness to account for students, their well-being and make efforts to provide resources. Finally, we are looking for new ways to support parents as they attempt to navigate distance learning by encouraging, supervising, and at times assisting students with instruction. In this year's plan, our goals remain the same, but how we provide supports looks different.

That being said we hold the following continues to be true of our plan if learning is done remotely or in a hybrid model or a traditional face-to-face instructional year:

Goal One - ACADEMICS

1. This academic school year, our students, across all grades, will focus on exceeding, achieving, or moving closer to their 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 collaborative conversations amongst students. Additionally, teachers are cultivating a Mathematical Mindset with students by using strategies that promote collaborative conversations, reflective learning, peer teaching, note-taking, and Math Talks.
2. Our site has five Special Day Classes serving students with special needs. Three 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. The expectation is for students to increase achievement scores for every subgroup in all grade levels. This goal will be reached through Teacher Efficacy. Teacher Efficacy is a by-product of the continued Professional Learning Community, which began three 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 the benchmark, at-benchmark, and exceeding benchmark students. Students not making significant processes are identified by the teacher, the parent, or any other person to the Coordination of Services Team (CST) and/or the Student Success Team (SST). Students identified as not meeting benchmark are receiving Tier I instruction and interventions within the classroom. Any student needing Tier II or Tier III level Interventions are supported through small

group setting, team-teaching amongst the grade-level, and/or our Intervention Support Provider(s) (ISPs). The student in the Multi-Tiered System of Supports (MTSS), which includes CST and SST, is a multifaceted support system. These identified students are provided interventions, tools, or strategies with social and emotional support by our site assigned Outreach Coordinator, School Counselor, and Psychologist. The additional services a child might receive are acquiring glasses, medical checks, short-term counseling, sensory items and/or referrals to long-term counseling.

4. The aforementioned Vision statement addresses our Science, Technology, Engineering, Arts, and Mathematics (STEAM) practices embedded in instruction. McAuliffe has a rich history of the arts; plays, poetry reading and writing and visual arts.

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. Students are incentivized by receiving STARbucks that they can earn weekly, monthly, trimesterly, and yearly. The expectations are not given in a vacuum. They are shared in assemblies, in the classroom through school signage (coming in the winter) and parents receive them through social media, including our website (coming in the winter). To promote acceptance of all at our school, we created the motto of #WeBelongCMES 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 teachers who request suggestions on how to support a student and their behavior.

Our site feels an obligation to support the concepts of acceptance of all people. This year, our site Librarian will be offering a We Belong Book Club for students. The books selected focus on diversity and acceptance. Each participating child will be given a book and lessons in music and art or provided with a simple snack recipe from that people group. Our expectation is that students learn and grow to see, understand and accept others of different origins, abilities and languages.

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.

Goal Three - PARENT - ENGAGEMENT

7. Parents are invited to participate in any of our councils, meetings, associations or chats about school support to their children.

8. Resources for the We Belong Book Club, Community Circles and mindfulness will be offered online and through texts/emails to parents.

9. College Fast Forward, UC Berkeley curriculum, will be offered in workshop form to parents.

10. Videos on accessing Canvas, parent links, student work and resources are offered by our site administrator, counselor and outreach consultant.

This plan is a living document that will require adjustments as students' and families' needs change.

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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.

Classes were frequently visited by site administration both physically and virtually. Feedback was offered from the Principal as to how to best support instruction on the four Instructional Look-Fors. Last year, the instructors have agreed that collaborative conversations will be the instructional focus in each of the content areas. Walkthroughs will include feedback to Teachers on these practices in the classroom. A key part to classroom observation will be the yearlong review of assessment data.

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 district and state assessments to inform and improve instruction and student learning. The Department of Pupil Services provided results for the statewide Healthy Kids and Panorama surveys. The survey was given to 5th-grade students, parents, and staff, but will be extended to Kindergarten through 5th grades. Weekly meetings are held with staff to discuss local assessments, planning of instruction and revision of instruction. The local assessments are the STAR Reading and Math, IABs and teacher-selected writing assessments.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Data is reviewed as a step in the Cycle of Inquiry during grade level meetings. The Cycle of Inquiry is a three part planning (Plan), teaching (Do), assessing (Monitor) and responding plan for student learning (Adjust). The Essential Questions are taken from the DuFour's questions for Professional Learning Communities. It also provides Guiding Questions and teachers respond with Team Actions all based on the Common Core State Standards. Through this progress monitoring, any student identified as needing intervention is provided intervention by the classroom teacher, before or after school tutoring or the Intervention Support Provider (ISP).

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, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site Principals function as instructional leaders.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

McAuliffe teachers are in the third year of Professional Learning Community (PLC). The foci this year are collaborative conversations and targeted standards for English Language Arts, Mathematics and Writing. The purpose of the PLC time is to improve student achievement. This year additional time is offered to staff for PLC (Cycle of Inquiry) time. Additional time is offered the Wednesday after the dedicated Tuesday PLC time. This collaborative work will continue up to the administration of the CAASPP.

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(s) in the data analysis part of the Professional Learning Community (PLC) are supported in class through small group instruction. 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 daily and within a six-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

Researched based strategies, as outlined in Hattie's list of most effective and beneficial, were reviewed and discussed by the administration and teachers. Through these discussions, it has been noted that the most effective is teacher collaboration. However, ongoing discussion about effective strategies are held in the Professional Learning Communities as the Common Core State Standards are reviewed and data is analyzed. Teachers have the autonomy to add or modify any strategy they deem appropriate to promote student achievement.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

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 New Student, 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 core content areas and Common Core State Standards. Each trimester parents are asked to attend the Teacher/Parent Conference to discuss their child's progress. However, parents are encouraged to inquire of 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 or Administrator.

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 the Stakeholders all of whom are best served by collaborating with them as they share their goals, strategies, and ideas of how to best serve the families 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 2019 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 in state standardized assessments, local benchmark and surveys. Attention is given to those areas which indicate low performing students are ranked. Categorical funding from LCFF, Title I, and Title III provide interventions for below benchmark students. Title I funding will subsidize the collaboration time offered in the Professional Learning Communities and purchase the supplies for Mathematical Mindset school-wide.

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 all informed by the school principal. Likewise, in the fall, all of the stakeholders, parents, and staff (certificated and classified) provide input into the plan.

For the 2019-20 academic year, a final evaluation was not completed in the Spring since the school was not in session due to the Coronavirus Pandemic and lack of end of year data. This academic year, we evaluated as we revised the SPSA.

Resource Inequities

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

Knowledge of when students will return face to face makes it difficult to anticipate the needs of what students will need at that time. The reduction of funding also impacted the number of Campus Assistants hours that are available for campus supervision and will likely need to be increased when students return.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|-------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.14% | % | 0% | 1 | | 0 |
| African American | 2.05% | % | 2.37% | 15 | | 15 |
| Asian | 1.64% | % | 1.74% | 12 | | 11 |
| Filipino | 3.55% | % | 2.69% | 26 | | 17 |
| Hispanic/Latino | 76.64% | % | 79.3% | 561 | | 502 |
| Pacific Islander | 0.27% | % | 0.32% | 2 | | 2 |
| White | 12.43% | % | 10.9% | 91 | | 69 |
| Multiple/No Response | % | % | 2.69% | | | 0 |
| Total Enrollment | | | | 732 | | 633 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 127 | | 123 |
| Grade 1 | 98 | | 96 |
| Grade 2 | 114 | | 100 |
| Grade3 | 136 | | 90 |
| Grade 4 | 131 | | 111 |
| Grade 5 | 126 | | 113 |
| Total Enrollment | 732 | | 633 |

Conclusions based on this data:

Based on the Student Enrollment data provided, the current ethnic makeup of students at McAuliffe is 79.3% Hispanic; 10.9% White with the remaining percentage a mixture of ethnicity. The percentage of these groups goes unchanged has gone unchanged 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 2020-21 decreased by 35 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 149 | | | 23.5% |
| Fluent English Proficient (FEP) | | | 48 | | | 7.6% |
| Reclassified Fluent English Proficient (RFEP) | | | 47 | | | 24.0% |

Conclusions based on this data:

The 2019-20 CAASPP data for students assessed are the following: 7.6% Fluent English Proficient; 23.5% are English Learners and 24% are Reclassified (RFEP). The data represented shows an increase of students being Reclassified. This is, in part, largely due to the increased services offered to English Learners after school. The teachers at McAuliffe will continue to offer Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 119 | 127 | 117 | 118 | 127 | 115 | 118 | 127 | 114 | 99.2 | 100 | 98.3 |
| Grade 4 | 123 | 132 | 121 | 123 | 130 | 118 | 123 | 130 | 118 | 100 | 98.5 | 97.5 |
| Grade 5 | 124 | 124 | 137 | 124 | 124 | 134 | 124 | 124 | 134 | 100 | 100 | 97.8 |
| All Grades | 366 | 383 | 375 | 365 | 381 | 367 | 365 | 381 | 366 | 99.7 | 99.5 | 97.9 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2384. | 2407. | 2404. | 14.41 | 13.39 | 13.16 | 16.10 | 25.20 | 18.42 | 26.27 | 32.28 | 38.60 | 43.22 | 29.13 | 29.82 |
| Grade 4 | 2421. | 2425. | 2448. | 14.63 | 14.62 | 17.80 | 20.33 | 16.15 | 22.88 | 13.01 | 23.08 | 24.58 | 52.03 | 46.15 | 34.75 |
| Grade 5 | 2458. | 2456. | 2486. | 11.29 | 11.29 | 17.16 | 24.19 | 20.97 | 29.10 | 17.74 | 22.58 | 18.66 | 46.77 | 45.16 | 35.07 |
| All Grades | N/A | N/A | N/A | 13.42 | 13.12 | 16.12 | 20.27 | 20.73 | 23.77 | 18.90 | 25.98 | 26.78 | 47.40 | 40.16 | 33.33 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 11.86 | 18.11 | 16.81 | 39.83 | 52.76 | 63.72 | 48.31 | 29.13 | 19.47 |
| Grade 4 | 19.51 | 15.38 | 15.25 | 38.21 | 48.46 | 51.69 | 42.28 | 36.15 | 33.05 |
| Grade 5 | 9.68 | 13.71 | 20.15 | 48.39 | 45.16 | 47.76 | 41.94 | 41.13 | 32.09 |
| All Grades | 13.70 | 15.75 | 17.53 | 42.19 | 48.82 | 53.97 | 44.11 | 35.43 | 28.49 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 13.56 | 12.60 | 8.85 | 40.68 | 52.76 | 53.10 | 45.76 | 34.65 | 38.05 |
| Grade 4 | 10.57 | 12.31 | 11.02 | 38.21 | 39.23 | 56.78 | 51.22 | 48.46 | 32.20 |
| Grade 5 | 14.52 | 14.52 | 14.93 | 47.58 | 45.16 | 51.49 | 37.90 | 40.32 | 33.58 |
| All Grades | 12.88 | 13.12 | 11.78 | 42.19 | 45.67 | 53.70 | 44.93 | 41.21 | 34.52 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 11.02 | 8.66 | 11.40 | 59.32 | 70.87 | 65.79 | 29.66 | 20.47 | 22.81 |
| Grade 4 | 9.76 | 14.62 | 13.56 | 53.66 | 63.08 | 72.03 | 36.59 | 22.31 | 14.41 |
| Grade 5 | 9.68 | 6.45 | 20.15 | 62.90 | 57.26 | 53.73 | 27.42 | 36.29 | 26.12 |
| All Grades | 10.14 | 9.97 | 15.30 | 58.63 | 63.78 | 63.39 | 31.23 | 26.25 | 21.31 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 14.41 | 22.05 | 20.35 | 43.22 | 53.54 | 50.44 | 42.37 | 24.41 | 29.20 |
| Grade 4 | 15.45 | 16.92 | 14.41 | 47.15 | 46.15 | 53.39 | 37.40 | 36.92 | 32.20 |
| Grade 5 | 16.13 | 16.13 | 28.36 | 41.13 | 40.32 | 42.54 | 42.74 | 43.55 | 29.10 |
| All Grades | 15.34 | 18.37 | 21.37 | 43.84 | 46.72 | 48.49 | 40.82 | 34.91 | 30.14 |

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

An analysis of the CAASPP English Language Arts data over the last three years up to 2018-19 indicate scores are 31% in 3rd grade, which is a decrease of 7% from the previous year: 41% in 4th grade, an increase of 10%; 46% in 5th grade, an increase 12%. Both 4th and 5th grade had significant growth in all areas of the CAASPP. The 3rd grade scored lower than the students in prior years in 3rd grade. Specifically, the breakdown of the four claims are as such: Claim #1 Reading was 15% Met and Exceeded; Claim #3 Listening was 10% Met and Exceeded and Claims#2 and #4 Writing Research and Inquiry was 15% Met and Exceeded. A further look into the scores shoes an inconsistency in the scores from year to year. In 2017, our 3rd grade scored higher than 4th and 5th grades. As a result of these scores, classroom teachers will continue to implement collaborative conversations as practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. Teachers will also ensure students are achieving their academic goals through the aforementioned Cycle of Inquiry that includes Planning, Teaching, Assessing and Adjusting any content area. This includes providing small group instruction in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 119 | 127 | 117 | 118 | 127 | 113 | 118 | 127 | 113 | 99.2 | 100 | 96.6 |
| Grade 4 | 123 | 132 | 121 | 123 | 130 | 119 | 123 | 129 | 119 | 100 | 98.5 | 98.3 |
| Grade 5 | 124 | 124 | 137 | 124 | 123 | 132 | 124 | 123 | 132 | 100 | 99.2 | 96.4 |
| All Grades | 366 | 383 | 375 | 365 | 380 | 364 | 365 | 379 | 364 | 99.7 | 99.2 | 97.1 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2379. | 2384. | 2401. | 5.08 | 4.72 | 7.08 | 16.95 | 20.47 | 26.55 | 26.27 | 26.77 | 28.32 | 51.69 | 48.03 | 38.05 |
| Grade 4 | 2414. | 2413. | 2432. | 5.69 | 2.33 | 7.56 | 14.63 | 7.75 | 21.01 | 30.08 | 38.76 | 27.73 | 49.59 | 51.16 | 43.70 |
| Grade 5 | 2452. | 2434. | 2448. | 8.06 | 6.50 | 6.82 | 14.52 | 9.76 | 11.36 | 19.35 | 20.33 | 31.06 | 58.06 | 63.41 | 50.76 |
| All Grades | N/A | N/A | N/A | 6.30 | 4.49 | 7.14 | 15.34 | 12.66 | 19.23 | 25.21 | 28.76 | 29.12 | 53.15 | 54.09 | 44.51 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 14.41 | 10.24 | 12.50 | 19.49 | 28.35 | 37.50 | 66.10 | 61.42 | 50.00 |
| Grade 4 | 7.32 | 3.88 | 15.13 | 21.14 | 27.91 | 23.53 | 71.54 | 68.22 | 61.34 |
| Grade 5 | 14.52 | 7.32 | 7.58 | 21.77 | 18.70 | 22.73 | 63.71 | 73.98 | 69.70 |
| All Grades | 12.05 | 7.12 | 11.57 | 20.82 | 25.07 | 27.55 | 67.12 | 67.81 | 60.88 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 16.10 | 9.45 | 18.75 | 38.98 | 48.03 | 47.32 | 44.92 | 42.52 | 33.93 |
| Grade 4 | 13.01 | 5.43 | 14.29 | 31.71 | 44.19 | 42.02 | 55.28 | 50.39 | 43.70 |
| Grade 5 | 11.29 | 8.13 | 9.09 | 31.45 | 38.21 | 40.15 | 57.26 | 53.66 | 50.76 |
| All Grades | 13.42 | 7.65 | 13.77 | 33.97 | 43.54 | 42.98 | 52.60 | 48.81 | 43.25 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.78 | 9.45 | 11.61 | 54.24 | 51.97 | 53.57 | 38.98 | 38.58 | 34.82 |
| Grade 4 | 10.57 | 6.98 | 15.13 | 36.59 | 35.66 | 37.82 | 52.85 | 57.36 | 47.06 |
| Grade 5 | 8.87 | 7.32 | 6.06 | 38.71 | 38.21 | 44.70 | 52.42 | 54.47 | 49.24 |
| All Grades | 8.77 | 7.92 | 10.74 | 43.01 | 41.95 | 45.18 | 48.22 | 50.13 | 44.08 |

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

In prior years, our CAASPP Mathematics scores flat-lined; meaning only little growth had been seen. This year was an exception with two of the three grades showing growth. The 2018-19 CAASPP data for students assessed show an impressive growth of 18% for fourth grade. Third and fifth grade had increases of 6% and 1%. The state preliminary scores show the most growth in fourth grade. These scores reflect a practice among that grade in collaboration, identifying student needs and responding with appropriate enrichment or intervention. These teachers report their collaboration with the sharing of resources as one of the factors for increasing student achievement. In 2018-19, third to fifth grade teachers used data from local assessments to inform instruction and determine which students would get intervention in reading and writing. Further review of the data above indicates that students in third and fifth grade had lower scores in Writing and Research/Inquiry Investigation, Analyzing, and Presenting Information. To shore up all Common Core State Standards instruction, teachers will increase their time on the Cycle of Inquiry (Plan, Do, Assess, Adjust).

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1426.0 | | 1439.3 | | 1394.8 | | 35 |
| Grade 1 | | 1434.6 | | 1432.2 | | 1436.6 | | 23 |
| Grade 2 | | 1515.5 | | 1502.9 | | 1527.6 | | 36 |
| Grade 3 | | 1487.1 | | 1478.4 | | 1495.2 | | 27 |
| Grade 4 | | 1533.2 | | 1523.0 | | 1543.0 | | 23 |
| Grade 5 | | 1533.5 | | 1515.5 | | 1551.1 | | 15 |
| All Grades | | | | | | | | 159 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 20.00 | | 40.00 | | 34.29 | | 5.71 | | 35 |
| 1 | | 13.04 | | 52.17 | | 21.74 | | 13.04 | | 23 |
| 2 | | 38.89 | | 38.89 | | 13.89 | | 8.33 | | 36 |
| 3 | | 7.41 | | 40.74 | | 44.44 | | 7.41 | | 27 |
| 4 | | 43.48 | | 34.78 | | 21.74 | | 0.00 | | 23 |
| 5 | | 13.33 | | 60.00 | | 26.67 | | 0.00 | | 15 |
| All Grades | | 23.90 | | 42.77 | | 27.04 | | 6.29 | | 159 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 25.71 | | 42.86 | | 25.71 | | 5.71 | | 35 |
| 1 | | 21.74 | | 47.83 | | 17.39 | | 13.04 | | 23 |
| 2 | | 47.22 | | 38.89 | | 5.56 | | 8.33 | | 36 |
| 3 | | 22.22 | | 44.44 | | 22.22 | | 11.11 | | 27 |
| 4 | | 56.52 | | 21.74 | | 21.74 | | 0.00 | | 23 |
| 5 | | 40.00 | | 53.33 | | 6.67 | | 0.00 | | 15 |
| All Grades | | 35.22 | | 40.88 | | 16.98 | | 6.92 | | 159 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 2.86 | | 34.29 | | 57.14 | | 5.71 | | 35 |
| 1 | | 8.70 | | 43.48 | | 30.43 | | 17.39 | | 23 |
| 2 | | 27.78 | | 41.67 | | 22.22 | | 8.33 | | 36 |
| 3 | | 0.00 | | 25.93 | | 70.37 | | 3.70 | | 27 |
| 4 | | 17.39 | | 47.83 | | 34.78 | | 0.00 | | 23 |
| 5 | | 13.33 | | 13.33 | | 73.33 | | 0.00 | | 15 |
| All Grades | | 11.95 | | 35.85 | | 45.91 | | 6.29 | | 159 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 20.00 | | 74.29 | | 5.71 | | 35 |
| 1 | | 47.83 | | 39.13 | | 13.04 | | 23 |
| 2 | | 58.33 | | 38.89 | | 2.78 | | 36 |
| 3 | | 14.81 | | 66.67 | | 18.52 | | 27 |
| 4 | | 52.17 | | 47.83 | | 0.00 | | 23 |
| 5 | | 13.33 | | 73.33 | | 13.33 | | 15 |
| All | | 35.85 | | 55.97 | | 8.18 | | 159 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 34.29 | | 51.43 | | 14.29 | | 35 |
| 1 | | 4.35 | | 82.61 | | 13.04 | | 23 |
| 2 | | 36.11 | | 55.56 | | 8.33 | | 36 |
| 3 | | 25.93 | | 62.96 | | 11.11 | | 27 |
| 4 | | 52.17 | | 39.13 | | 8.70 | | 23 |
| 5 | | 73.33 | | 26.67 | | 0.00 | | 15 |
| All Grades | | 35.22 | | 54.72 | | 10.06 | | 159 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 2.86 | | 91.43 | | 5.71 | | 35 |
| 1 | | 26.09 | | 60.87 | | 13.04 | | 23 |
| 2 | | 36.11 | | 52.78 | | 11.11 | | 36 |
| 3 | | 0.00 | | 81.48 | | 18.52 | | 27 |
| 4 | | 4.35 | | 82.61 | | 13.04 | | 23 |
| 5 | | 13.33 | | 80.00 | | 6.67 | | 15 |
| All Grades | | 14.47 | | 74.21 | | 11.32 | | 159 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 28.57 | | 48.57 | | 22.86 | | 35 |
| 1 | | 17.39 | | 65.22 | | 17.39 | | 23 |
| 2 | | 27.78 | | 66.67 | | 5.56 | | 36 |
| 3 | | 11.11 | | 81.48 | | 7.41 | | 27 |
| 4 | | 39.13 | | 60.87 | | 0.00 | | 23 |
| 5 | | 13.33 | | 86.67 | | 0.00 | | 15 |
| All Grades | | 23.90 | | 66.04 | | 10.06 | | 159 |

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 698 | 56.7 | 28.1 | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 196 | 28.1 |
| Homeless | 17 | 2.4 |
| Socioeconomically Disadvantaged | 396 | 56.7 |
| Students with Disabilities | 66 | 9.5 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 16 | 2.3 |
| American Indian | 1 | 0.1 |
| Asian | 11 | 1.6 |
| Filipino | 20 | 2.9 |
| Hispanic | 554 | 79.4 |
| Two or More Races | 18 | 2.6 |
| Pacific Islander | 1 | 0.1 |
| White | 77 | 11.0 |

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.





The 2018-19 CAASPP data provided indicates Socioeconomically Disadvantaged, English Learners and Hispanic students as significant subgroups; the language most represented is Spanish. Though the numbers are not significantly high in comparison to their other subgroups, our site Homeless and Foster Youth continue to increase and at times vacillates. The Filipino subgroup continues to increase year to year. One of the goals for the site is to ensure that all students regardless of demographic receive rigorous instruction and opportunities for intervention and enrichment. The percentages for students' race/ethnicity is African American 2%; American Indian .%; Asian 1.6%; Filipino 3.6%; Hispanic 76.6%; Pacific Islander .3%; and White 12.4%. Based on this data, McAuliffe teachers will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and

summative student achievement data for ELs, Socioeconomically Disadvantaged, and Students with Disabilities subgroups in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention for students not meeting grade-level standards.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|--|
| English Language Arts  Yellow | Chronic Absenteeism  Orange | Suspension Rate  Red |
| Mathematics  Yellow | | |

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

Based on the Dashboard Overall Performance, Christa McAuliffe experienced some significant increases academically, specifically in 4th grade and with math. The data for 2018-19 indicates the two areas needing strategies revamped are English Language Learners and the suspension rates. Instruction of English Language Development and the strategies used for ELs will be reviewed to address the needs of EL students. The teachers and administration have discussed strategies to improve the academics of English Learners. The suspension rate reflects the school climate. The Positive Behavior Interventions and Supports (PBIS) Committee, Site Administration and teachers will continue to use other disciplinary measures prior to suspension. We will continue to monitor and address daily student tardies and absences, implement effective prevention programs and incentives to increase students' positive attendance, and address students' behavioral, social, and emotional needs in order to administer progressive and meaningful measures of corrective action while minimizing the need for student suspension. A key to reducing the suspensions is students building positive relationships with peers and adults. Each class has a teacher-led community circle held daily to build positive relationships.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  Yellow 21.1 points below standard Increased Significantly ++17.7 points 356 | <p>English Learners</p>  Yellow 42.5 points below standard Increased ++8.8 points 134 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color 84.3 points below standard 14 | <p>Socioeconomically Disadvantaged</p>  Yellow 28.3 points below standard Increased Significantly ++17.4 points 218 | <p>Students with Disabilities</p>  Orange 102.5 points below standard Increased ++9.8 points 45 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color 9.1 points above standard Increased Significantly ++16.4 points 13 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 27.4 points below standard Increased Significantly ++17.4 points 280 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |  No Performance Color 0 Students |  Yellow 7.1 points below standard Increased ++4.4 points 40 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| 85.2 points below standard Increased ++6.4 points 61 | 6.8 points below standard Declined -7.2 points 73 | 8.3 points below standard Increased Significantly ++25.6 points 222 |

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

The data for 2018-19 indicates all students increased this past year along with English Learners and students who are Socioeconomically Disadvantaged. However, students identified as Students with Disabilities are rated as declining by -28.2 points. Since the Hispanic subgroup is the largest represented on-site, the scores reflect most of them as not meeting or exceeding the standards. Other groups to fall below are the White and Filipino subgroups. The other groups have less than ten students and they are not reported on the Dashboard. McAuliffe classroom teachers will continue to implement evidence-based instructional practices that include collaborative conversations in order to provide all students clearly articulated learning goals based on Common Core State Standards. To increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

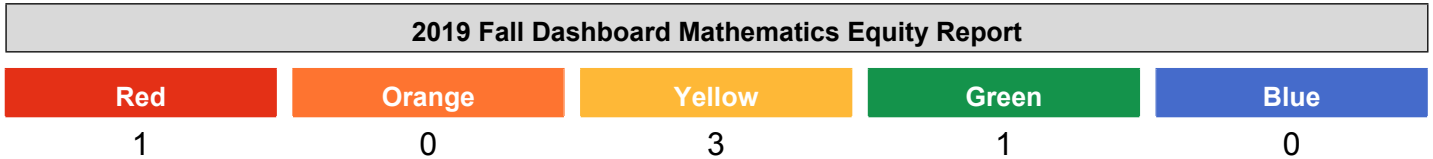
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p>  Yellow 56 points below standard Increased ++14.6 points 354 | <p>English Learners</p>  Yellow 74.7 points below standard Increased ++5.7 points 133 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color 101.7 points below standard 13 | <p>Socioeconomically Disadvantaged</p>  Yellow 60.9 points below standard Increased ++14.1 points 216 | <p>Students with Disabilities</p>  Red 131 points below standard Declined Significantly -17.5 points 44 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color 42.6 points below standard Increased ++11.1 points 13 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 62.9 points below standard Increased ++13.2 points 278 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 | (Empty) |  Green 23.3 points below standard Increased Significantly ++20.3 points 40 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|---|
| 106.7 points below standard Increased ++3.5 points 60 | 48.4 points below standard Declined -6.6 points 73 | 44.7 points below standard Increased Significantly ++22.4 points 221 |

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

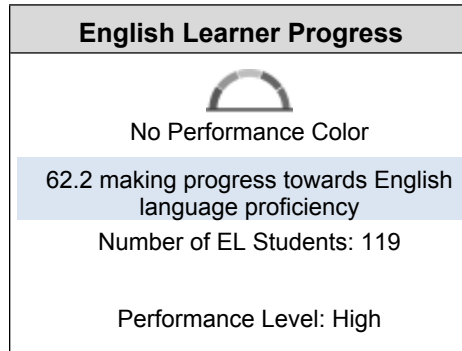
The data for 2018-19 indicates overall All Students declined this past year along with English Learners and Students with Disabilities. However, Students identified as Socioeconomically Disadvantaged rated as inclined the most significantly. McAuliffe Teachers will work with the district selected Teacher on Special Assignment and implement Mathematical Mindset strategies and Math Talk as a part of the teaching of the Common Core Standards. Students who are underperforming in Math, English Language Arts, and English Language Development will be provided with small group intervention before, during, and after school.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 12.6 | 25.2 | 6.7 | 55.4 |

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

The data for 2018-19 indicates that several students rank in the higher levels, Level 4 Well Developed and Level 3 Moderately Developed on the ELPAC. The remaining two levels Somewhat Developed and Beginning Stage total 26% together. Based on the Dashboard data, classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. 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. 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.

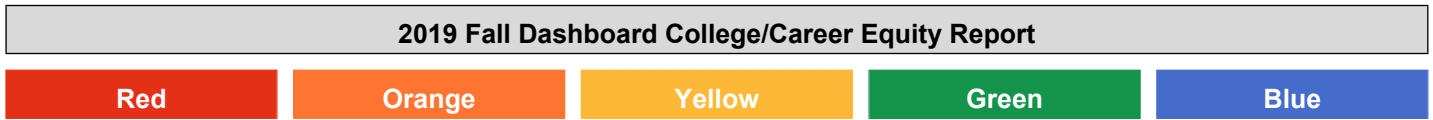
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

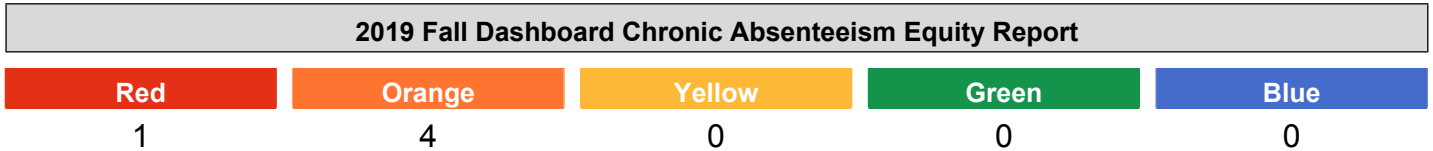
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Orange 12.8 Increased +1.7 745 | <p>English Learners</p>  Red 13.6 Increased Significantly +4.8 213 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| <p>Homeless</p>  No Performance Color 48 Increased +21.7 25 | <p>Socioeconomically Disadvantaged</p>  Orange 15.7 Increased +2.6 453 | <p>Students with Disabilities</p>  Orange 17 Increased +2.8 88 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color 10 Declined -3.3 20 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 8.3 Increased +1.2 12 |  No Performance Color 0 Declined -3.7 21 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 13.2 Increased +1.8 592 |  No Performance Color 5.6 Increased +1.4 18 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Orange 15 Increased +1.3 80 |

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

The number of students who were chronically absent in all grades subgroups is over 10%. This increase, despite ongoing efforts to decrease it, includes students spanning all grade levels. Parents have reported: 1. the late start makes it difficult for parents to get their child care prior to sending the to school thus having to leave them at home alone to get ready. The student doesn't then make it to school. 2. if their child misses the school bus, they are then unable to get their child to school since they live across town. 3. they were unfamiliar with the process for reporting absences, despite letters and phone calls that go home. The district has secured a new absence reporting system that will add texts to parents when their child is absent. This along with site strategies will aid in lowering the number of chronic absenteeism.

School and Student Performance Data

Academic Engagement Graduation Rate

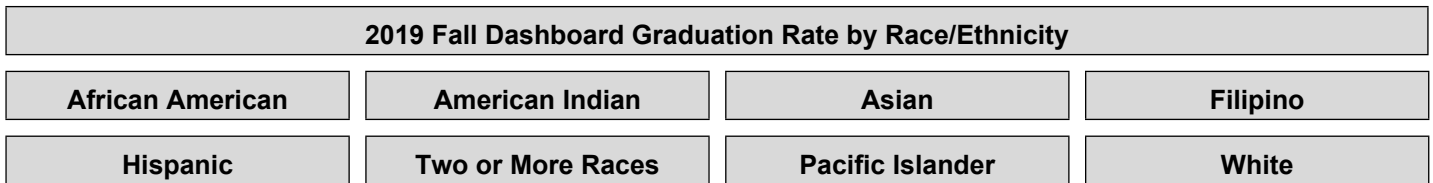
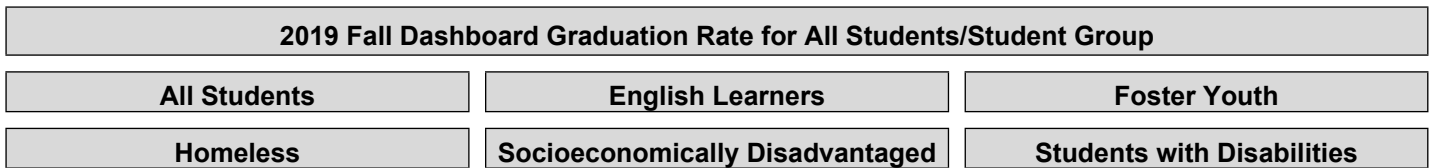
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

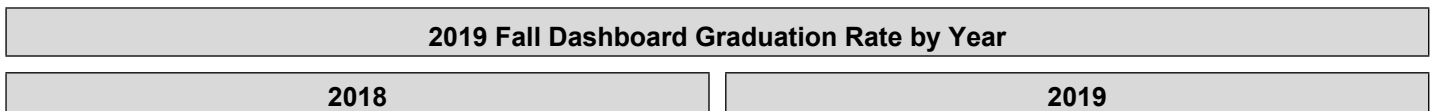
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

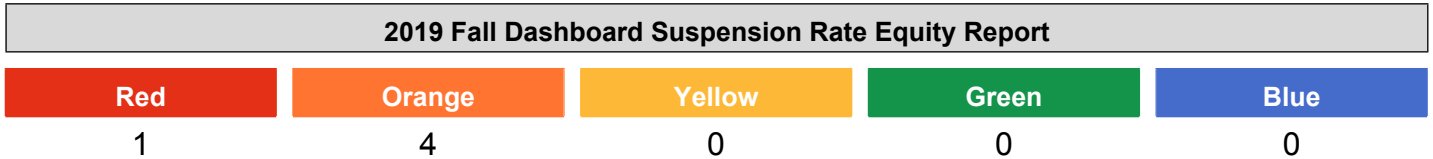
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  Red 3.3 Increased Significantly +2.5 768 | <p>English Learners</p>  Orange 1.4 Increased +1.4 217 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 2 |
| <p>Homeless</p>  No Performance Color 7.7 Increased +7.7 26 | <p>Socioeconomically Disadvantaged</p>  Orange 2.6 Increased +1.9 463 | <p>Students with Disabilities</p>  Red 8.4 Increased +4.5 95 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">10</div> Increased +4.1 20 |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">8.3</div> Increased +8.3 12 |  No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">4.3</div> Increased +4.3 23 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">2.6</div> Increased Significantly +2.1 609 |  No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">5.6</div> Increased +1.4 18 |  No Performance Color Less than 11 Students - Data 1 |  Orange <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">4.8</div> Increased +3.8 84 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.8 | 3.3 |

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

The data for 2018-19 indicates all students the rate of suspension had a significant increase among Hispanics, Asians and African Americans. This increase was due largely to a season when students violated school rules that required suspension. In all cases, other forms of correction were offered.

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 academic standards in reading and mathematics.

Identified Need

These needs reflect either Distance Learning and/or Face to Face Learning Platforms:

In the event that the 2020-21 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 |
|---|--|--|
| <p>1. CAASPP ELA</p> <p>Grades 3rd - 5th: Percentage of students at Met or Exceeded level on English Language Arts CAASPP</p> | <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 level on the English Language Arts CAASPP will increase by 5% points. 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> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| <p>2. CAASPP Math</p> <p>Grade 3rd - 5th: Percentage of students at Met or Exceeded level on Math CAASPP</p> | <p>3rd Grade - 33% of students Met or Exceeded on the CAASPP</p> <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>3rd - 5th: The percentage of students scoring at the Met or Exceeded level on the Mathematics CAASPP will increase by 5% points. 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>3. District and Site Assessment - STAR 360 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 360 Reading</p> | <p>As measured by the Star 360 Early Literacy Fall 20-21 administration:</p> <p>Kindergarten - 35% of students At or Above Benchmark level</p> <p>1st Grade - 38% of students at or Above Benchmark level</p> <p>As measured by the Star 360 Reading Fall 20-21 administration:</p> <p>2nd Grade - 46% of students At or Above Benchmark level</p> <p>3rd Grade - 51% of students At or Above Benchmark level</p> <p>4th Grade - 38% of students At or Above Benchmark level</p> <p>5th Grade - 29% of students At or Above Benchmark level</p> | <p>As measured by the Star 360 Early Literacy:</p> <p>Kindergarten will increase At or Above Benchmark level to 50% by January 30th and 70% by June.</p> <p>1st Grade - By mid-year, the students that have scored 800 or higher on the STAR 360 Early Literacy test, will take the STAR 360 Reading test.</p> <p>As measured by the STAR 360 Reading:</p> <p>2nd will increase At or Above Benchmark level to 51% by January 30th and 56% by June.</p> <p>3rd will increase At or Above Benchmark level to 56% by January 30th and 61% by June.</p> <p>4th will increase At or Above Benchmark level to 43% by</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| | | <p>January 30th and 48% by June.</p> <p>5th will increase At or Above Benchmark level to 34% by January 30th and 39% 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>4. District and Site Assessment - 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 assessment for Fall 20-21, 76% of kindergarteners can identify the numbers 0-10</p> <p>As measured by the STAR 360 Math Fall 20-21 administration:</p> <p>1st Grade - 31% of students At or Above Benchmark level</p> <p>2nd Grade - 45% of students At or Above Benchmark level</p> <p>3rd Grade - 35% of students At or Above Benchmark level</p> <p>4th Grade - 19% of students At or Above Benchmark level</p> <p>5th Grade - 13% of students At or Above Benchmark level</p> | <p>Kindergarten - As measured by a teacher-generated assessment, by the end of Jan, 85% of students will be able to identify the numbers to 20. By June, 95% of students will recognize numbers up to 20.</p> <p>As measured by the STAR 360:</p> <p>1st will increase At or Above Benchmark level to 40% by January 30th and 50% by June.</p> <p>2nd will increase At or Above Benchmark level to 50% by January 30th and 55% by June.</p> <p>3rd will increase At or Above Benchmark level to 40% by January 30th and 45% by June.</p> <p>4th will increase At or Above Benchmark level to 24% by January 30th and 30% by June.</p> <p>5th will increase At or Above Benchmark level to 18% by January 30th and 28% by June.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on STAR 360 by the End of Year administration. |
| 5. English Learners Reclassification Rate | 34 students were classified using the CELDT data. | Increase the amount of students who are reclassified using the ELPAC assessment by 5% of 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

Across All Learning Platforms:

Implementation of District adopted ELA/ELD curriculum as aligned with CCSS. Ensure the appropriate time for reading language arts instruction at each grade level through monitoring daily classroom schedules and observations.

Implementation of District adopted Math curriculum as aligned with CCSS. Ensure the appropriate time for reading language arts 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) |
|-----------|---|
| 0 | District Funded None Specified District Adopted Materials |
| 0 | District Funded None Specified |

| | |
|-------|---|
| | Administrator Learning Walks (year 3) |
| 2500 | Title III 4000-4999: Books And Supplies Core Materials and Copies |
| 125 | Discretionary 5000-5999: Services And Other Operating Expenditures Spelling Bee Registration |
| 37238 | Discretionary 4000-4999: Books And Supplies Materials |
| 15785 | Title I 4000-4999: Books And Supplies Materials |
| 1061 | LCFF - Targeted 4000-4999: Books And Supplies Materials |
| 2604 | LCFF - Intervention 4000-4999: Books And Supplies Materials |
| 1139 | Title III 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

Across All Learning Platforms:

Intervention Support Provider(s) for reading 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)

0

Source(s)

District Funded
None Specified
ISP

| | |
|-------|---|
| 30000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP Salary |
| 0 | District Funded None Specified ISP Salary |

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

Across All Learning Platforms:

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) |
|-----------|---|
| 1000 | LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Copies and Lamination |
| 0 | District Funded None Specified 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

Across All Learning Platforms:

Use Star 360 Program as an assessment/monitoring tool to identify students for intervention placement and leveled-instruction. The assessment will be administered every six 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)

0

Source(s)

District Funded
None Specified
STAR 360 Assessment Software

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

Across All Learning Platforms:

Use curriculum assessments and CAASPP Interim Assessment Blocks to determine progress in 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)

0

Source(s)

District Funded
None Specified
Assessment

2500

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Subs for CAASPP Assessment

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 in Transitional Kindergarten and Kindergarten

Strategy/Activity

Across All Learning Platforms:

Release time will be provided for teachers to administer Essential Skills 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)

175

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
1 Substitute Salary for TK Teacher(s) once a year.

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

Across All Learning Platforms:

Staff will input all formative assessments results into IO (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)

0

Source(s)

District Funded
None Specified
Data 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

Across All Learning Platforms:

Intervention in literacy, numeracy, and 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)

565

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Teacher Salary - Reading, Math, ELD

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

Across All Learning Platforms:

Teachers to monitor catch-up plans for all 3rd grade EL students identified as "at risk" by 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)

350

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Substitute (twice a year) 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.

All students

Strategy/Activity

Across All Learning Platforms:

Teacher collaboration, observations and data analysis will occur in order to best address the needs of all students and at the same time maintain a professional learning community. Meetings to take place weekly.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 0 | District Funded 1000-1999: Certificated Personnel Salaries Weekly Meetings |
| 2100 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Leadership Team Meetings with Consult Data Analysis with Leverage Learning (2 Days of 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

Across All Learning Platforms:

Curriculum and Instruction Department Professional Development to teachers that will include:

- Mathematical Mindset; which can include Jo Boaler via Zoom
- Math journals
- Math fluency
- Data review (IAB, STAR, etc.)

Teachers will use STMath to support students during asynchronous 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) |
|-----------|--|
| 0 | District Funded None Specified Substitutes' Salaries |
| 2500 | Title I 4000-4999: Books And Supplies Dot Journals, Materials for fluency (games), Math Mindest Books (Jo Boaler) |
| 1299 | LCFF - Targeted |

| | |
|---|--|
| | 5000-5999: Services And Other Operating Expenditures Graphics |
| 0 | District Funded None Specified Manipulates for remote learning (Homeless and Foster Youth) |

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

Across All Learning Platforms:

Ensure deployment, implementation and collection of iPads to assist students with the mastery of Common Core State Standards.

Provide 50 additional hours in support for the implementation of Canvas to teachers and parents. Support offered by the Canvas Site Leads.

Provide additional hours for technology support for staff.

Provide technology for 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) |
|-----------|---|
| 3350 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher Salary |
| 500 | LCFF - Targeted 2000-2999: Classified Personnel Salaries ORC Extra Hours for Parent Workshops |
| 3350 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Tech Support for Teachers |
| 3000 | Discretionary None Specified Laptops |

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

Across All Learning Platforms:

Child Find: The process of identifying student progress, enrichment, instruction and interventions. This includes CST/SST or 504 meetings that reviews diagnostics assessment for struggling readers per benchmark data.

Coordinate 504 meetings for students as needed.

Conduct meetings with student study team 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.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3375

Title I
2000-2999: Classified Personnel Salaries
ORC Salary for Facilitation of Meetings (75 hours)

3500

Title I
2000-2999: Classified Personnel Salaries
CoST/SST Substitutes (20 days)

3500

Title I
1000-1999: Certificated Personnel Salaries
IEP Substitutes (20 days)

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

Across All Learning Platforms:

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 presentation 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) |
|-----------|--|
| 0 | District Funded None Specified Library Media Technician Salary |
| 8000 | Title I 4000-4999: Books And Supplies Headphones |

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

Across All Learning Platforms:

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) |
|-----------|---|
| 0 | District Funded None Specified Accelerated Reader Program |
| 2000 | LCFF - Targeted 4000-4999: Books And Supplies Incentives |
| 3500 | LCFF - Targeted 4000-4999: Books And Supplies Incentives - Shirts |

800

LCFF - Targeted
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.

All students

Strategy/Activity

Across All Learning Platforms:

Purchase materials to support emotional regulation to students, parents and teachers; includes the Therapeutic Learning 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)

500

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials (\$250 per class)

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.

All Learners

Strategy/Activity

Across All Learning Platforms:

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.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 0 | District Funded None Specified Instruction, Assessment and Student Monitoring |
| 0 | District Funded None Specified Learning Walks |
| 889 | Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours (20 hours) to assist with coordination of ELPAC |
| 250 | Title III 4000-4999: Books And Supplies Reclassification Awards |

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.

All Students

Strategy/Activity

Across All Learning Platforms:

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) |
|-----------|---|
| 0 | District Funded None Specified MyOn Digital Library |
| 0 | District Funded None Specified Lexia |

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.

All students

Strategy/Activity

Across All Learning Platforms:

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 - Targeted 2000-2999: Classified Personnel Salaries Extra Clerical Support Salary |
| 500 | Title I 2000-2999: Classified Personnel Salaries Translator's Salary |

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.

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.

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 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.

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

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, GATE students

Strategy/Activity

Across All Learning Platforms:

Interventions and Enrichment:

- Provide Before and After School Tutoring.
- Provide STEAM 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)

3000

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Before and After School Support Teacher Salary

Strategy/Activity 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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 data above was reviewed through the lens of the school closure on March 13, 2020 which resulted in distance learning and assessing. Regular end of the year assessments were not given, thus causing us to use previous data for the CAASPP. The STAR 360 data is current to this academic year, but was administered virtually. Though this did provide us with a baseline there is cause to question its validity since teachers were not able to ensure a secure testing environment that was free from distractions and/or assistance. Nevertheless, these scores are being used to set mid and end of the year goals.

Though we did see improvement in midyear STAR Math, not reflected above, we noted that the STAR Math requires little demonstration on the students' part to explain their thinking. This is an essential part to the CAASPP. To support math, our students will use math journals to share their thinking and math talks. Teachers will support writing all the way around through writing instruction and student 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 are significant differences in the intended implementation of last year's SPSA. March 12, 2020 was the last day our students were on campus fact to face. As a result, the following strategies/activities were not implement or altered, thus resulting in a change in expenditures that were reassigned the Oxnard School District general fund:

1. The Reading Specialist provided services virtually.
2. Several students were inconsistent with instruction despite efforts to contact them.
3. Reclassified students were not provided with the awards due to the school closure.
4. There was an increase of students who were falling behind academics due to the closure.
5. Students identified in the Child Find process will continue to be support through the MTSS 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.

In the upcoming year, teachers will closely look at instruction, data, and intervention through the Cycle of Inquiry in English Language Arts and consider using another method for addressing student instructional needs. The site Leadership Team have committed to these cycles of inquiry for the purpose of improving 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

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

These needs reflect either Distance Learning and/or Face to Face Learning Platforms:

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 either Distance Learning and/or Face to Face Learning Platforms:

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 |
|----------------------------|--|---|
| 1. Chronic Absenteeism | In 2018-2019, 11.7% of the students were identified as Chronic Absentees. | Decrease the amount of Chronic Absentees by 2%. |
| 2. Referrals to Office | In 2018-2019, 385 Referrals from TK to 5th Grade were made to the office. | Decrease the amount of office referrals by 10%. |
| 3. Suspensions | In 2018-2019, 3.64% Suspensions were on the rise in the past year. | Reduce the amount of suspensions by 10%. |
| 4. Healthy Kids Survey | In 2018-2019, 41% of students stated that "adults really care about every student." 29% stated "adults acknowledge and pay attention to students." | Increase the amount of students who score higher on areas related to connections with others and positive relationships on campus by 10%. |
| 5. Panorama Student Survey | District baseline | Increase academic and socio-emotional well-being for students at site. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|------------------|
| | <p>Student Competencies Grades 3-5</p> <ul style="list-style-type: none"> Growth mindset appears to be relative strength but it is much less a strength when comparing to high poverty elementary students across the nation Self management is a relative weakness and a keystone skill for success. <p>Site will have a new baseline this year.</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

Across All Learning Platforms:

Implementation of PBIS school-wide and CHAMPS in common areas, such as, bathrooms, cafeteria, and hallways and online.

Staff will fully implement CHAMPs in all grade levels using all components of the program for Positive Behavior Support.

Establish school guidelines and implement throughout campus.

Coordinate 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)

| | |
|-----|---|
| 500 | LCFF - Targeted 4000-4999: Books And Supplies Materials |
| 500 | LCFF - Targeted 4000-4999: Books And Supplies Student Leadership Team Meeting |

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

Across All Learning Platforms:

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) |
|-----------|--|
| 600 | LCFF - Targeted 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.

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 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.

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

Across All Learning Platforms:

Hold CHAMPS & Guidelines assemblies every six to 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)

| | |
|-----|---|
| 200 | LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Assemblies from outside agency; others in house |
| 50 | LCFF - Targeted 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.

All students

Strategy/Activity

Across All Learning Platforms:

Outreach Consultant will support students by assisting families and students with support in logging into academic apps and Canvas.
Outreach Consultant 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)

0

Source(s)

District Funded
None Specified
Outreach Coordinator 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

Across All Learning Platforms:

Referrals from teachers, students and parents to Site Counselor for student individual or small group counseling will be received and students will be placed in a appropriate sessions. Student discipline data will be monitored at intervals throughout the year to determine students/families who will receive referral 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)

0

Source(s)

District Funded
None Specified
Monitor student discipline data

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

Across All Learning Platforms:

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.

Staff (Certificated and Classified) Book Study on "Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice (Hack Learning 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) |
|-----------|--|
| 750 | LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Teacher PD |
| 250 | LCFF - Targeted 4000-4999: Books And Supplies Counseling Materials |
| 800 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Substitutes for PBIS CHAMPs classroom observation |
| 900 | LCFF - Targeted 4000-4999: Books And Supplies Book |
| 3000 | LCFF - Targeted 2000-2999: Classified Personnel Salaries 5 Book Club Meetings; 20 Classified Staff |
| 6500 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries 5 Book Club Meetings; 20 Classified Staff |

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

Across All Learning Platforms:

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 - Targeted
4000-4999: Books And Supplies
Materials

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.

All students

Strategy/Activity

Across All Learning Platforms:

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)

0

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
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.

All students

Strategy/Activity

Across All Learning Platforms:

Student attendance 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)

3000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
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

Across All Learning Platforms:

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)

Source(s)

| | |
|------|---|
| 5000 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Three Campus minutes increase of hour of 15 minutes each |
| 250 | LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures CHAMPs Professional Development for Campus Assistants |

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

Across All Learning Platforms:

Students, Staff, and Parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey and Panorama 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) |
|-----------|--|
| 0 | District Funded None Specified Parent Survey |

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.

All students

Strategy/Activity

Across All Learning Platforms:

Offer enrichment to student to support positive relationships and a positive culture amongst 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)

3756

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Teacher Salary

1000

LCFF - Targeted
4000-4999: Books And Supplies
Materials

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

Across All Learning Platforms:

Provide staff training for implementation of NCPI 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) |
|-----------|--|
| 1000 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Staff Training |
| 500 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Subs |

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.

All students

Strategy/Activity

Across All Learning Platforms:

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)

0

District Funded
2000-2999: Classified Personnel Salaries
No 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.

Foster and Homeless Students

Strategy/Activity

Across All Learning Platforms:

The site Counselor and/or ORC will provide: individual and/or small group counseling, support for Foster and Homeless students and 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 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.

Amount(s)

Source(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.

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: 2019-20

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 data above was reviewed through the lens of the school closure on March 13, 2020 that resulted in distance learning and assessing.

McAullife has currently 592 students currently enrolled in the TK-5th grade classes. It's population is a mixture of ethnicities, languages and socio-economic statuses. Approximately 40% of students enrolled are designated as overflow or transfer students. In 2018-19 students rated higher in one

area on the Healthy Kids survey; but lower in three other significant areas. The higher area was in perceived safety. The lower areas were caring relationships, meaningful relationships and school connectedness. Regardless of the demographics, the site is seeing an increase of students needing social/emotional support. This is seen by the increase of referrals made to Ventura County Behavior Health, the SARB process and site/school counseling.

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 significant differences in the intended implementation of last year's SPSA. March 12, 2020 was the last day our students were on campus fact to face. As a result, the following strategies/activities were not implement, thus resulting in a change in expenditures that were reassigned the Oxnard School District general fund:

1. Second trimester awards, incentives and assemblies were not held for attendance, PBIS, and assemblies.
2. The end of the year school evacuation did not take place. However, on January 23, 2020 our school experienced a traumatic incident that lead us to have a mass dismissal of students. This gave our site an opportunity to access what the needs for our campus was in terms of releasing students.
3. Due to the school closure, our efforts to connect and support students through phone calls and home visits increased significantly.

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.

Depending on the student, Goal Two takes the priority in that is seeks to ensure the well-being of students first and foremost. Since the pandemic, we have seen the needs of families shift as more of them are in need of basic needs and resources for mental and emotional health. This has caused a realignment of tasks for staff, sharing of additional resources to parents, increased home sites, and academic/technology support to families. At the writing of this plan our students are taking the Panorama Survey. The results of this survey will further guide resources needed by families and school strategies.

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

These needs reflect either Distance Learning and/or Face to Face Learning Platforms:

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 | In 2018-2019 an average of 12 parents attended Coffee with the Principal. | Increase parent attendance to an average of 25 in attendance. |
| ELAC Sponsored Parent Events Sign-in Sheets | In 2018-19 an average of on parent attended ELAC meetings. | Increase parent attendance to an average of 15 in attendance. |
| Healthy Kids Survey Parent Completion | In 2018-19 an insignificant number of parents completed the Healthy Kids Survey. | Increase parent participation in completed the survey. The information gathered will guide our school site in supporting parents. |

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 in 1st through 5th grade

Strategy/Activity

Across All Learning Platforms:

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)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
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

Across All Learning Platforms:

Provide support for parents, staff, and students 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)

0

Source(s)

Centralized Services
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

Across All Learning Platforms:

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)

0

Source(s)

Centralized Services
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

Across All Learning Platforms:

Transitional/Kindergarten and New Students to McAuliffe Orientation.
All students to have an orientation at the beginning of the school year as we begin remote 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)

0

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Orientation Night

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

Across All Learning Platforms:

Conduct parent workshops "Fast Forward to College: K-15 COLLEGE KNOWLEDGE"

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
UC Berkeley Curriculum

1500

Title III
1000-1999: Certificated Personnel Salaries
Counselor Salary

750

Title III
2000-2999: Classified Personnel Salaries
ORC 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

Across All Learning Platforms:

Promote our site theme of "We Belong" by focusing on events that highlight diversity, inclusion and acceptance of all people groups.

1. 5 Student Book Clubs for TK-5 grades that focus on diversity for 100 students
2. Two school 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)

3088

Title I
4000-4999: Books And Supplies
Student books on diversity

1080

Title I

| | |
|------|---|
| | 2000-2999: Classified Personnel Salaries Librarian Salary |
| 3000 | Title I 5000-5999: Services And Other Operating Expenditures Assembly 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.

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 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 students

Strategy/Activity

Across All Learning Platforms:

Maintain effective communication with parents using the Ed Connect system and translation services.
Increase communication via McAuliffe Website.

Use social media to promote teaching and learning activities and school-wide events. This includes using PeachJar to share announcements.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 0 | District Funded 5000-5999: Services And Other Operating Expenditures Connect Ed |
| 0 | District Funded 5000-5999: Services And Other Operating Expenditures Website |
| 250 | Title I 5000-5999: Services And Other Operating Expenditures Online Subscription for Social Media |

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

Across All Learning Platforms:

Conduct parent meetings such as: Title 1 meetings, ELAC, Coffee with the Principal, and Elementary to Middle School 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) |
|-----------|---|
| 250 | Title I 4000-4999: Books And Supplies Parent Involvement Meetings Coffee w/ the Principal |
| 250 | Title III |

| | |
|-----|---|
| | 2000-2999: Classified Personnel Salaries Child Care |
| 250 | Title III 4000-4999: Books And Supplies ELAC Snacks |

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.

All students

Strategy/Activity

Across All Learning Platforms:

Develop, implement and distribute the Parent Involvement Policy and School Compact with input from stakeholders - 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 |

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: 2019-20

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 data above was reviewed through the lens of the school closure on March 13, 2020 that resulted in distance learning and assessing. Parents have not historically responded with high attendance to parent workshops and or school meetings at our site. However, observations of meetings held by the district with regards to remote learning have shown McAuliffe parents in attendance. Due to the new schedule and possible

Hybrid Schedule increased meetings and parent workshops are being offered through Zoom or video. These include how to access Canvas and next steps for returning to school. To promote a college going school, a series of workshops will be offered from UC Berkeley on college preparation. Moreover, ELAC parents have requested for tips on how to motivate and guide their students at home through remote 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 significant difference in the intended implementation of last year's SPSA. March 12, 2020 was the last day our students were on campus fact to face. As a result, the following strategies/activities were not implement, thus resulting in a change in expenditures that were reassigned the Oxnard School District general fund:

1. More social-emotional supports are needed by families and parents.
2. The needs have the potential to fluctuate throughout the year.
3. Workshops will be offered via Zoom.
4. Other supports will be offered by out ORC and site Counselor.

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 mentioned above, the social-emotional supports needed by families is growing and fluctuates. Since Parents are held in high esteem at McAuliffe not only because they provide nurture and a sense of well-being in the children, but because they are a voice for setting a positive mindset towards learning. Continued efforts will be made to support and cultivate the home/school connection to a greater degree. The use of social media to promote events and provide tools will be increased this year.

We feel the need to incorpoarte the partnership with parents as we address issues of social justice and race in society/within America these days. We are inviting them to particpate with their children in the We Belong book club offered by the School Librarian.

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 | \$54,307 |
| 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 | \$181,890.00 |

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 | \$45,568.00 |
| Title III | \$8,739.00 |

Subtotal of additional federal funds included for this school: **\$54,307.00**

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 (\$) |
|-------------------------|-------------|
| Centralized Services | \$0.00 |
| Discretionary | \$40,363.00 |
| District Funded | \$0.00 |
| LCFF - Intervention | \$33,604.00 |
| LCFF - Targeted | \$53,616.00 |

Subtotal of state or local funds included for this school: **\$127,583.00**

Total of federal, state, and/or local funds for this school: **\$181,890.00**

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 |
|---------------------|-----------|---------|
| Discretionary | 40,363.00 | 0.00 |
| Title I | 45,568.00 | 0.00 |
| Title III | 8,739.00 | 0.00 |
| LCFF - Targeted | 53,616.00 | 0.00 |
| LCFF - Intervention | 33,604.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------|-----------|
| Centralized Services | 0.00 |
| Discretionary | 40,363.00 |
| District Funded | 0.00 |
| LCFF - Intervention | 33,604.00 |
| LCFF - Targeted | 53,616.00 |
| Title I | 45,568.00 |
| Title III | 8,739.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------------|-----------|
| 2000-2999: Classified Personnel Salaries | Centralized Services | 0.00 |
| 4000-4999: Books And Supplies | Discretionary | 37,238.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 125.00 |
| None Specified | Discretionary | 3,000.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 0.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 0.00 |

| | | |
|---|---------------------|-----------|
| 5000-5999: Services And Other Operating Expenditures | District Funded | 0.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | District Funded | 0.00 |
| None Specified | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 30,500.00 |
| 4000-4999: Books And Supplies | LCFF - Intervention | 3,104.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 25,356.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 9,600.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 14,561.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 2,299.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Targeted | 1,800.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 4,240.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 8,455.00 |
| 4000-4999: Books And Supplies | Title I | 29,623.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 3,250.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 2,739.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 1,250.00 |
| 4000-4999: Books And Supplies | Title III | 4,750.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 141,055.00 |
| Goal 2 | 29,556.00 |
| Goal 3 | 11,279.00 |

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 |
| Sara Cervantes | Classroom Teacher |
| Maria Liston | Classroom Teacher |
| Taylor Lumas | Classroom Teacher |
| Heidi Trevisan | Other School Staff |
| Ellis L. Green | Parent or Community Member |
| Lola Brisco | Parent or Community Member |
| Valerie Garcia | Parent or Community Member |
| Marylove Gonzalez | Parent or Community Member |
| Jessica Gomez | 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 1, 2020.

Attested:

| | |
|---|---|
|  | Principal, Mary Arias Elisondo on 10/1/2020 |
|  | SSC Chairperson, Taylor Lumas on 10/1/2020 |

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 |
|---------------------------|-----------------------------------|--|---------------------------|
| McKinna Elementary School | 56725386055354 | October 13, 2020 | November 4, 2020 |

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. McKinna has established Professional Learning Communities where teachers understand the value of grade level and cross grade level collaboration in grades K-5. In addition to weekly grade level collaboration opportunities, teachers have the opportunity for cross grade level PLCs. This is especially important for building school wide capacity within the DLI program in K-2 and Standards Based instruction across grade levels. In addition, the PLC model is essential to help McKinna teachers build and implement effective instruction within the new Learning Management System - Canvas. All grade level teams are committed to the PLC Guiding Goals to improve first instruction: Universal/Essential Understandings, Commitments, Agreements -- Every grade level, every class, every student, every day:

- 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

The McKinna 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 will include an equal representation of school staff members and McKinna 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.

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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.

McKinna's school wide focus for the 2019-20 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 last year was 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.

Last year, McKinna utilized 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" included 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 & 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. 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 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.

Data collected during the learning walks was specific, observable and without judgment for the purpose of reflection and identifying professional development needs to ensure ongoing improvement around teaching and learning. Data from the learning walks was reviewed by the leadership team and staff to create and implement McKinna's professional development plan. McKinna staff prioritized PD needs around oracy & writing. Within the professional learning community model, grade level teams collaborated within and across grade level teams 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 and 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 the learning walks prior to transitioning to Distance Learning at the beginning of April indicated increased grade level alignment and implementation of these practices within classroom instruction.

During the 2020-21 school year, the McKinna staff will continue to focus on research based "Best First Instruction" practices within the Distance Learning Framework. Ongoing school wide collaboration and a professional development focus centers on effective implementation of standards based instruction for literacy and language development throughout the 3 essential Learning Spaces in the instructional day: Synchronous, Asynchronous and Independent.

Teaching and learning space during synchronous instruction 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 & checks for understanding

Teaching and learning space during asynchronous blended learning 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 space 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 new learning management system. Because this system is new to the McKinna community, McKinna is scheduling dedicated collaboration and professional development opportunities throughout the year for staff, students and families. Collaboration and professional development opportunities for staff and families are essential to help build school wide capacity for effective teaching, learning and communication during Distance 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)

McKinna staff is committed to utilizing available state and local assessments during the 2020-21 school year to inform and improve instruction. This includes but is not limited to CAASPP and ELPAC state assessments administered this spring and formative local assessments like STAR reading and math tests and writing assessments administered throughout the year per the OSD Assessment Calendar. Within DLI K-2nd 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 5 months students were unable to attend traditional school due to the COVID 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 & 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. 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's grade level teams utilize curriculum-embedded assessments to inform and refine instruction for literacy 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, language, literacy, writing and math.

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. An Instructional Specialists for science and a Math Manager work directly with teachers to support instruction in Science and Math. EL (English Learner) & DLI Directors work closely with teachers to support biliteracy & English Learners. . Site Principals function as instructional leaders.

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 weekly grade level collaboration, McKinna Leadership team plans cross grade level collaboration and professional development. The focus during the 2020-21 school year is effective "First Instruction" within each of the 3 Learning Spaces in Distance Learning: synchronous, asynchronous and independent times within the instructional day. Teachers will focus on standard's 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 within every class, every student, every day throughout the 2020-21 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 for science, social science and math
- We will focus on strategic teaching of writing across all content areas: science, social studies, 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)

McKinna is a large elementary school within the Oxnard School District that served 676 students in grades K -5 based on CALPADS data from the 2019-20 school year. The CALPADS report shows McKinna's Unduplicated Pupil Count at 97.35% which includes English Learners representing 78%, McKinny Vento youth at 9.1%, and 93.8% who are eligible for free/reduced meals and classified as Socioeconomically Disadvantaged. The primary ethnic group is Hispanic or Latino at 97.19%. 95.% designated Spanish as the primary language and 5% designated Mixteco. CALPADS report also shows ' 4.6% as 'migrant,' and 5.9% with disabilities.

At time of publication of the SPSA for 2020-21 school year, McKinna's current enrollment in K-5 is at 602 students all receiving instruction through Distance Learning. 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 and English Learner, 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 during Distance Learning. In addition, McKinna will utilize the district provided learning management system, Canvas, for instruction with students and communication with 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 and due to the disruption of traditional schooling while transitioning to Distance Learning for the 20-21 school year. McKinna staff is committed to supporting the social-emotional development of the 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. 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 Distance Learning expectations and guidelines with students and families to promote success during all 3 spaces of Distance Learning: synchronous, asynchronous and independent time which makes up the instructional day.

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. During the 2020-21

school year, students and families will continue to receive support through these 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 schedules for for Distance Learning and will continue to offer services like ELD and special education as well as programs like Dual Language Immersion. This year the DLI program will be implemented with K-2nd 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 3 years, McKinna will offer the DLI program to an additional grade level following this 50/50 model. By the time this year's 2nd grade class matriculates to 5th grade, all of McKinna's K-5th grade students will have the opportunity to become biliterate, bilingual and muticultural 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 to facilitate successful academic English language acquisition. During the 2020-21 school year, McKinna continues to implement the Transitional Bilingual Program for 3rd grade.. This program utilizes Spanish instruction to assist students in their transition to English instruction across all content areas. 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 be 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

The 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. Special focus will be placed on effective delivery of first instruction within a Distance Learning blended model that will increase student engagement and provide opportunities to differentiate instruction. 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 2020-21 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 STAR360, 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. With Distance Learning, ongoing communication and educational opportunities for families is more important than ever before. The McKinna staff will foster meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA, as well as educational opportunities and forums for families to contribute to the educational opportunities for their children. Parent education will be offered through teachers, the counselor, ORC & social worker as well as workshops in partnership with outside agencies like Interface and VCBH. 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 meet bimonthly 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 on alternating Wednesdays. 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, III and LCFF funds will be used to bolster instruction and intervention for all students, through added resources, personnel and professional development. With the transition to Distance Learning, funding is being utilized to train staff on new technology programs like the Canvas learning management system which will be utilized school wide. In addition, resources and materials utilized within the classroom for instruction like headsets, writing journals, and basic supplies, have been purchased and sent home with students to use during Distance Learning. 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. The District is also funding an Intervention Service Provider (ISP) to help provide literacy intervention for students who have gaps in learning due to loss of traditional instructional time from COVID. Bilingual instructional assistants (IAs) will continue to be District funded for the Kindergarten program. Title I, III and LCFF 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. This review process included full staff reflection through the "Good to Great" survey to help identify strengths and needs around all 3 SPSA goals within the 2019-20 school year in order to build on these areas for the 2020-21 school year. In addition, members from McKinna's Teaching & Learning, PBIS and Family Engagement leadership teams attended a virtual retreat in August to identify goals to strengthen instruction during Distance learning. This additional information was utilized to determine a school wide focus and goals for ongoing improvement for the 2020-21 school year. The focus on "Best First Instruction" goals was shared with the full staff on SIP day in August to help frame the work for the year ahead. In addition,

the information was reviewed and discussed with School Site Council and ELAC members in September and again in October prior to the final review and approval of McKinna's SPSA for 2020-21. 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.

The District has addressed key issues of inequities that were evident with the transition to Distance learning in April of 2020 due to inadequate access to technology and internet for all students. When school closed suddenly in mid-March, only 2-5th grades had iPads and not all these students had access to wi-fi. Instructional packets were made available to all students while the District worked to deploy iPads to 1st graders and Hot Spots to identified families with no wi-fi. These inequities have been addressed for the 2020-21 school year. iPads were assigned to all K-5th grade students and Hot Spots are available for any family who needs wi-fi.

The District has also provided access to all students through learning applications on the iPads like ST Math, MyOn and Lexia. In addition, books and instructional materials like headsets, key boards & writing journals have been distributed and will be replenished throughout the year to ensure students have access to necessary instructional resources.

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 80 students identified as McKinney Vento. In addition, the students experienced significant gaps in traditional schooling due to the COVID 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 foster a safe and healthy climate and provide an alternative response to behavior that decreases loss of instructional time due to discipline and behavior issues. McKinna is also a food distribution site for the community where families can receive grab and go meals on Tuesday and Thursdays throughout the year.

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.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | 0.0% | 0% | | | 0 |
| African American | 0.55% | 0.4% | 0.15% | 4 | 3 | 1 |
| Asian | % | 0.1% | 0.15% | | 1 | 1 |
| Filipino | 0.55% | 0.4% | 0.3% | 4 | 3 | 2 |
| Hispanic/Latino | 96.42% | 96.5% | 97.19% | 700 | 686 | 657 |
| Pacific Islander | 0.41% | 0.4% | 0.59% | 3 | 3 | 4 |
| White | 1.65% | 1.5% | 1.18% | 12 | 11 | 8 |
| Multiple/No Response | % | 0.6% | 0.44% | | 4 | 0 |
| Total Enrollment | | | | 726 | 711 | 676 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 155 | 164 | 120 |
| Grade 1 | 109 | 107 | 108 |
| Grade 2 | 116 | 97 | 109 |
| Grade 3 | 125 | 111 | 101 |
| Grade 4 | 97 | 125 | 118 |
| Grade 5 | 124 | 107 | 120 |
| Total Enrollment | 726 | 711 | 676 |

Conclusions based on this data:

The data above is based on a CALPADS report from October of the 2019-20 school year. Although enrollment has declined from 711 students in 2018-19 to 676 in 2019-20, enrollment by student sub group has remained consistent. McKinna's significant ethnic subgroup is Hispanic/Latino, with 97.19% students classified as Hispanic/Latino within the 2019-20 school year. 95.2% of this subgroup identifies Spanish as their primary language and 5% Mixteco. 78% are classified as English Learners. In addition, it is important to note that 94% of McKinna's students in 2019-20 were classified as Socioeconomically Disadvantaged, 9.1% as homeless 4.6% migrant, and 5.9% with disabilities. 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 2020-21, McKinna's -K-5 student count is 602. 77% of the K-5 students are designated or TBD/pending English Learner status with 95% identifying Spanish as their primary language, .5% Mixteco. 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | 564 | 527 | | 79.3 | 78.0% |
| Fluent English Proficient (FEP) | | | 60 | | | 8.9% |
| Reclassified Fluent English Proficient (RFEP) | | 18 | 51 | | 2.5 | 9.0% |

Conclusions based on this data:

The data listed above is from a CALPADs report from October of 2019 as listed on Data Quest. The data shows a slight decrease in EL percentages between the 18-19 and 19-20 school years as well as 8.9% FEPs and 9.0 RFEPs for 19-20. Due to COVID, state testing was suspended for 2019-20 school year. To be reclassified during 2020-21, students will need an overall 4 on ELPAC in addition to demonstrating proficiency through CAASPP and/or STAR.

Based on the last available state assessment data in 2018-19 CAASPP data, shows only an average of 12% of McKinna's 3rd-5th graders have met or exceeded the standards for math and 17% of 3-5th graders met or exceeded grade level standards for ELA. Because 79.3% of McKinna students are designated as English Language Learners, academic language acquisition is essential to access rigorous Common Core Standards in reading, writing and also math, due to the complex, multi-step word problems. Although this data is not current, low SGP is a pattern over the last few years. The data shows that more students are scoring at the 3 and 4 range in 1st-3rd while in 4th and 5th the opposite occurs where more students are scoring at the 1 and 2 level. This data clearly demonstrates the need for higher rigor, academic language, reading and writing demand in 4th and 5th grade.

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 (79.3%) and Socioeconomically Disadvantaged students (85.2%) 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 2020-21 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 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 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

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 108 | 126 | 121 | 98 | 115 | 111 | 98 | 115 | 111 | 90.7 | 91.3 | 91.7 |
| Grade 4 | 137 | 100 | 130 | 122 | 92 | 115 | 122 | 92 | 115 | 89.1 | 92 | 88.5 |
| Grade 5 | 99 | 127 | 112 | 86 | 121 | 94 | 86 | 121 | 94 | 86.9 | 95.3 | 83.9 |
| All Grades | 344 | 353 | 363 | 306 | 328 | 320 | 306 | 328 | 320 | 89 | 92.9 | 88.2 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2324. | 2330. | 2350. | 2.04 | 1.74 | 1.80 | 7.14 | 11.30 | 15.32 | 17.35 | 18.26 | 22.52 | 73.47 | 68.70 | 60.36 |
| Grade 4 | 2379. | 2368. | 2370. | 4.92 | 4.35 | 5.22 | 11.48 | 8.70 | 11.30 | 13.11 | 13.04 | 15.65 | 70.49 | 73.91 | 67.83 |
| Grade 5 | 2402. | 2409. | 2419. | 4.65 | 6.61 | 4.26 | 8.14 | 9.09 | 12.77 | 23.26 | 16.53 | 23.40 | 63.95 | 67.77 | 59.57 |
| All Grades | N/A | N/A | N/A | 3.92 | 4.27 | 3.75 | 9.15 | 9.76 | 13.13 | 17.32 | 16.16 | 20.31 | 69.61 | 69.82 | 62.81 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 1.02 | 4.35 | 2.70 | 26.53 | 33.04 | 45.05 | 72.45 | 62.61 | 52.25 |
| Grade 4 | 5.74 | 5.43 | 6.09 | 36.07 | 30.43 | 31.30 | 58.20 | 64.13 | 62.61 |
| Grade 5 | 5.81 | 6.61 | 8.51 | 30.23 | 33.06 | 32.98 | 63.95 | 60.33 | 58.51 |
| All Grades | 4.25 | 5.49 | 5.63 | 31.37 | 32.32 | 36.56 | 64.38 | 62.20 | 57.81 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 3.06 | 2.61 | 4.50 | 26.53 | 23.48 | 36.94 | 70.41 | 73.91 | 58.56 |
| Grade 4 | 2.46 | 0.00 | 2.61 | 31.97 | 27.17 | 33.04 | 65.57 | 72.83 | 64.35 |
| Grade 5 | 4.65 | 4.96 | 3.19 | 27.91 | 27.27 | 42.55 | 67.44 | 67.77 | 54.26 |
| All Grades | 3.27 | 2.74 | 3.44 | 29.08 | 25.91 | 37.19 | 67.65 | 71.34 | 59.38 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.08 | 6.09 | 3.60 | 51.02 | 48.70 | 61.26 | 44.90 | 45.22 | 35.14 |
| Grade 4 | 3.28 | 5.43 | 5.22 | 52.46 | 44.57 | 48.70 | 44.26 | 50.00 | 46.09 |
| Grade 5 | 3.49 | 6.61 | 4.26 | 55.81 | 46.28 | 54.26 | 40.70 | 47.11 | 41.49 |
| All Grades | 3.59 | 6.10 | 4.38 | 52.94 | 46.65 | 54.69 | 43.46 | 47.26 | 40.94 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 3.06 | 3.48 | 3.60 | 27.55 | 32.17 | 36.04 | 69.39 | 64.35 | 60.36 |
| Grade 4 | 11.48 | 5.43 | 5.22 | 37.70 | 36.96 | 33.91 | 50.82 | 57.61 | 60.87 |
| Grade 5 | 9.30 | 8.26 | 9.57 | 30.23 | 41.32 | 31.91 | 60.47 | 50.41 | 58.51 |
| All Grades | 8.17 | 5.79 | 5.94 | 32.35 | 36.89 | 34.06 | 59.48 | 57.32 | 60.00 |

Conclusions based on this data:

Due to COVID, State testing for CAASPP and ELPAC was suspended for the 2019-20 school year. Reflection below represents last available assessment data. Although the data is not current, trends with other assessments show the need for emphasis on writing instruction. McKinna will continue to focus on the goal to teach writing across content areas during the 2020-21 school year with attention to the implementation of scaffolds, rubrics, and emphasis on oracy strategies throughout the writing process.

The preliminary CAASPP results for 2018-19 show growth in the percentage of students who meet or exceed proficiency in ELA. 3rd graders scored 17%, and increase from 2017-18 from 13% proficient. 4th graders scored 16% proficient, an increase from 13% proficient in 2017-18. 5th grade shows slight increase from 16 to 17% proficient in ELA. Slow growth in ELA is also evident in percentages of students demonstrating proficiency by grade level cohorts. 3rd grade students in 2016 increased from 9% as 3rd graders, to 13% as 4th graders, and 17% proficient as 5th graders in 2018-19. In the 2018-19 SPSA, projected overall growth in ELA for 3-5 was 6% increase of students demonstrating proficiency on CAASPP. Although 3-5th grade did make growth from 14% to 17% overall growth, McKinna projected the overall growth would be 20%.

During the 2019-20 school year, 3rd through 5th grade teachers, utilized data to inform instruction and differentiated for ELA, ELD and literacy by teaming and grouping students based on their instructional needs. This collaborative approach contributed to growth as well as the administration of IABs and writing assessments which grade level teams calibrated and utilized to inform and refine instructional needs. McKinna will build upon this progress school wide by utilizing this teaming approach as a best practice model for teaching and learning centered in data informed instruction and flexible grouping. This model will be shared at PLC gatherings, grade level and staff meetings. School wide emphasis will be following the DLI pedagogy for inquiry based learning within a balanced literacy model. Standards based teaching and learning with an emphasis on oracy and writing across all content areas are included as essential elements within the School Plan for Student Achievement. 3-5th grade teachers will have opportunities to collaborate as grade level teams to review CAASPP data during PLCs focusing on claims, targets and standards to inform and refine teaching and learning.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 108 | 126 | 121 | 108 | 120 | 112 | 108 | 120 | 112 | 100 | 95.2 | 92.6 |
| Grade 4 | 137 | 100 | 130 | 135 | 97 | 116 | 135 | 97 | 116 | 98.5 | 97 | 89.2 |
| Grade 5 | 99 | 127 | 112 | 98 | 124 | 97 | 98 | 124 | 97 | 99 | 97.6 | 86.6 |
| All Grades | 344 | 353 | 363 | 341 | 341 | 325 | 341 | 341 | 325 | 99.1 | 96.6 | 89.5 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2347. | 2328. | 2366. | 2.78 | 0.83 | 1.79 | 9.26 | 4.17 | 15.18 | 18.52 | 20.83 | 22.32 | 69.44 | 74.17 | 60.71 |
| Grade 4 | 2391. | 2379. | 2381. | 4.44 | 4.12 | 3.45 | 8.15 | 13.40 | 9.48 | 27.41 | 11.34 | 21.55 | 60.00 | 71.13 | 65.52 |
| Grade 5 | 2398. | 2413. | 2413. | 1.02 | 4.03 | 3.09 | 6.12 | 7.26 | 4.12 | 17.35 | 12.90 | 23.71 | 75.51 | 75.81 | 69.07 |
| All Grades | N/A | N/A | N/A | 2.93 | 2.93 | 2.77 | 7.92 | 7.92 | 9.85 | 21.70 | 15.25 | 22.46 | 67.45 | 73.90 | 64.92 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.48 | 2.50 | 7.14 | 19.44 | 18.33 | 26.79 | 74.07 | 79.17 | 66.07 |
| Grade 4 | 9.63 | 11.34 | 6.90 | 20.74 | 11.34 | 15.52 | 69.63 | 77.32 | 77.59 |
| Grade 5 | 5.10 | 5.65 | 4.12 | 11.22 | 15.32 | 19.59 | 83.67 | 79.03 | 76.29 |
| All Grades | 7.33 | 6.16 | 6.15 | 17.60 | 15.25 | 20.62 | 75.07 | 78.59 | 73.23 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.63 | 1.67 | 8.04 | 27.78 | 20.83 | 39.29 | 67.59 | 77.50 | 52.68 |
| Grade 4 | 7.41 | 4.12 | 5.17 | 25.93 | 27.84 | 19.83 | 66.67 | 68.04 | 75.00 |
| Grade 5 | 2.04 | 6.45 | 2.06 | 23.47 | 16.94 | 28.87 | 74.49 | 76.61 | 69.07 |
| All Grades | 4.99 | 4.11 | 5.23 | 25.81 | 21.41 | 29.23 | 69.21 | 74.49 | 65.54 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.63 | 1.67 | 3.57 | 36.11 | 34.17 | 46.43 | 59.26 | 64.17 | 50.00 |
| Grade 4 | 5.93 | 5.15 | 6.90 | 27.41 | 22.68 | 26.72 | 66.67 | 72.16 | 66.38 |
| Grade 5 | 1.02 | 4.84 | 2.06 | 35.71 | 29.03 | 32.99 | 63.27 | 66.13 | 64.95 |
| All Grades | 4.11 | 3.81 | 4.31 | 32.55 | 29.03 | 35.38 | 63.34 | 67.16 | 60.31 |

Conclusions based on this data:

Due to COVID, state testing for CAASPP & ELPAC was suspended for 2019-20 school year. Reflection below centers on most current data available. Although the data is not current, other current data shows the need to focus on problem solving and communicating math reasoning. McKinna will continue to emphasize these areas during the 2020-21 school year.

The overall math CAASPP data documented above shows that there has not been consistent progress as measured by this summative assessment between 2015-16 and 2017-18. 3rd grade proficiency results went from 14% in 2015-16 to 12% in 16-17 and 5% in 17-18. In 2018-19 preliminary scores, 3rd grade made significant increase of 12 points to 17% proficiency results. 4th grade math made gains from 15-16 from 7% to 12% to 18% proficient over the 3 year period with gains of 9% points between 15-16 and 17-18. The preliminary math results for 2018-19 show a slip of 6% points back to 12%. However, this cohort of 4th graders did make an increase from their 3rd grade scores of 5% points from the previous year. 5th grade overall math proficiency hovers around low proficiency levels of 7% to 11%, with the 2018-19 scores to proficiency of 7% like 2016-17. The overall proficient percentage for 3-5 for 2018-19 is 12%. Although this is a slight increase from 2017-18 overall score, it falls shore of the projected growth of 6% points to 17% proficiency. In closer analysis and reflection of CAASPP claims and targets, this may be due to difficulty students have adequately explaining in writing the process of problem solving and methods used to get answers. Through an action research project we are doing at the moment, we can see that many students know the algorithms, but are not able to explain their work in writing. We are using action research to implement new teaching strategies that will address this problem that include an emphasis on teaching students strategies for problem solving, focus on math practices and emphasis on collaborative problem solving, explaining process and conveying thinking in writing. In addition, growth mindset and Jo Boaler approaches to mathematical problem solving will be emphasized during the 2019-20 school year. Strategies like Number Talks and opportunities to learn through IABs will better prepare students for problem solving and modeling data analysis.

3rd through 5th grade teachers, will continue to utilize data to inform and differentiate instruction for math by teaming and grouping students based on their instructional needs. This collaborative model will be shared at PLC gatherings, grade level and staff meetings. Standards based teaching and learning with an emphasis on oracy and writing across all content areas, including math are included as essential elements within the School Plan for Student Achievement. 3-5th grade teachers will have opportunities to collaborate as grade level teams to review CAASPP data during PLCs focusing on math claims, targets and standards to inform and refine teaching and learning.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1419.0 | | 1432.6 | | 1387.1 | | 117 |
| Grade 1 | | 1436.7 | | 1443.9 | | 1429.2 | | 96 |
| Grade 2 | | 1472.9 | | 1478.0 | | 1467.2 | | 84 |
| Grade 3 | | 1458.6 | | 1445.8 | | 1470.9 | | 78 |
| Grade 4 | | 1474.2 | | 1456.5 | | 1491.4 | | 90 |
| Grade 5 | | 1478.6 | | 1457.8 | | 1498.9 | | 74 |
| All Grades | | | | | | | | 539 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 7.69 | | 35.04 | | 48.72 | | 8.55 | | 117 |
| 1 | | 3.13 | | 35.42 | | 41.67 | | 19.79 | | 96 |
| 2 | | 8.33 | | 38.10 | | 40.48 | | 13.10 | | 84 |
| 3 | | 3.85 | | 23.08 | | 41.03 | | 32.05 | | 78 |
| 4 | | 7.78 | | 27.78 | | 24.44 | | 40.00 | | 90 |
| 5 | | 8.11 | | 28.38 | | 27.03 | | 36.49 | | 74 |
| All Grades | | 6.49 | | 31.73 | | 38.03 | | 23.75 | | 539 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 10.26 | | 51.28 | | 27.35 | | 11.11 | | 117 |
| 1 | | 13.54 | | 41.67 | | 29.17 | | 15.63 | | 96 |
| 2 | | 23.81 | | 45.24 | | 22.62 | | 8.33 | | 84 |
| 3 | | 7.69 | | 28.21 | | 32.05 | | 32.05 | | 78 |
| 4 | | 17.78 | | 26.67 | | 17.78 | | 37.78 | | 90 |
| 5 | | 17.57 | | 32.43 | | 14.86 | | 35.14 | | 74 |
| All Grades | | 14.84 | | 38.59 | | 24.30 | | 22.26 | | 539 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 5.13 | | 25.64 | | 56.41 | | 12.82 | | 117 |
| 1 | | 5.21 | | 22.92 | | 34.38 | | 37.50 | | 96 |
| 2 | | 7.14 | | 26.19 | | 33.33 | | 33.33 | | 84 |
| 3 | | 3.85 | | 15.38 | | 41.03 | | 39.74 | | 78 |
| 4 | | 4.44 | | 20.00 | | 32.22 | | 43.33 | | 90 |
| 5 | | 2.70 | | 10.81 | | 45.95 | | 40.54 | | 74 |
| All Grades | | 4.82 | | 20.78 | | 41.19 | | 33.21 | | 539 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 11.11 | | 84.62 | | 4.27 | | 117 | |
| 1 | | 31.25 | | 54.17 | | 14.58 | | 96 | |
| 2 | | 20.24 | | 69.05 | | 10.71 | | 84 | |
| 3 | | 10.26 | | 50.00 | | 39.74 | | 78 | |
| 4 | | 17.78 | | 50.00 | | 32.22 | | 90 | |
| 5 | | 6.76 | | 55.41 | | 37.84 | | 74 | |
| All | | 16.51 | | 61.97 | | 21.52 | | 539 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 20.51 | | 62.39 | | 17.09 | | 117 | |
| 1 | | 6.25 | | 76.04 | | 17.71 | | 96 | |
| 2 | | 28.57 | | 61.90 | | 9.52 | | 84 | |
| 3 | | 17.95 | | 48.72 | | 33.33 | | 78 | |
| 4 | | 20.00 | | 42.22 | | 37.78 | | 90 | |
| 5 | | 28.38 | | 28.38 | | 43.24 | | 74 | |
| All Grades | | 19.85 | | 54.73 | | 25.42 | | 539 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 2.56 | | 88.03 | | 9.40 | | 117 |
| 1 | | 16.67 | | 42.71 | | 40.63 | | 96 |
| 2 | | 5.95 | | 64.29 | | 29.76 | | 84 |
| 3 | | 0.00 | | 53.85 | | 46.15 | | 78 |
| 4 | | 4.44 | | 41.11 | | 54.44 | | 90 |
| 5 | | 8.11 | | 50.00 | | 41.89 | | 74 |
| All Grades | | 6.31 | | 58.26 | | 35.44 | | 539 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 28.21 | | 47.01 | | 24.79 | | 117 |
| 1 | | 7.29 | | 61.46 | | 31.25 | | 96 |
| 2 | | 9.52 | | 63.10 | | 27.38 | | 84 |
| 3 | | 11.54 | | 55.13 | | 33.33 | | 78 |
| 4 | | 5.56 | | 64.44 | | 30.00 | | 90 |
| 5 | | 6.76 | | 59.46 | | 33.78 | | 74 |
| All Grades | | 12.43 | | 57.88 | | 29.68 | | 539 |

Conclusions based on this data:

Due to COVID, state ELPAC testing was suspended for 2019-20 school year. Reflections below focus on most current data available.

The need for ongoing academic English language development is confirmed by the 2017-18 ELPAC data. This data shows 52% of 1st graders scored an overall 3 or 4 (expanding/bridging) on the ELPAC, and 48% scored a 1 or 2 (emerging/early expanding); 46% of 2nd graders with overall 3 or 4, and 55% scored 1 or 2; 72% of 3rd graders scored an overall 3 or 4, and 28% scored 1 or 2; 29% of 4th graders scored an overall 3 or 4, and 71% scored a 1 or 2; 46% of 5th graders scored an overall 3 or 4 on ELPAC, and 54% scored an overall 1 or 2. In addition, during the 2017-18 school year, only 5% of the English Learners in grades 3-5 (30 students) were reclassified, a percentage that McKinna worked to increase during the 2018-19 school year. The data shows that more students are scoring at the 3 and 4 range in 1st-3rd while in 4th and 5th the opposite occurs where more students are scoring at the 1 and 2 level. This data clearly demonstrates the need for higher rigor, academic language, reading and writing demand in 4th and 5th grade. The fall reclassification rates for 2018-19 school year showed promise of growth in this area with 52 3rd through 5th graders qualifying for reclassification based upon ELPAC and CAASPP or STAR 360 proficiency status.

McKinna staff will focus on strengthening teaching and learning practices that are responsive and restorative through data-driven instruction, ongoing reflection and collaboration and professional development to strengthen teaching and learning practices school wide in literacy, language and math. As a community of learners and PLCs we will focus on high leverage, research based instructional strategies with scaffolds and supports to foster academic language and literacy development aligned with Common Core Standards. Emphasis will be on a balanced literacy approach that includes reading, writing, listening, speaking across all content areas, including math instruction. ELD focus includes both designated ELD and integrated ELD to support language development and access to rigorous standards across content areas. Teachers will utilize district adopted resources,

assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction. Emphasis will be placed during the 2020-21 school year on grade level and cross grade level collaboration and strengthening oracy with academic language, reading and writing across content areas, including math, social studies and science instruction. In the DLI K -2 classrooms, teachers team with language partner, ensuring that students receive instruction in Spanish and English 50% of the day. Emphasis is on a standard's based balanced literacy approach that integrates oracy (scaffolded academic language development), reading and writing across content areas.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|--|---|---|--|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 711 | 85.2 | 79.3 | This is the percent of students whose well-being is the responsibility of a court. |
| This is the total number of students enrolled. | This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma. | This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses. | |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 564 | 79.3 |
| Homeless | 72 | 10.1 |
| Socioeconomically Disadvantaged | 606 | 85.2 |
| Students with Disabilities | 42 | 5.9 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 3 | 0.4 |
| Asian | 1 | 0.1 |
| Filipino | 3 | 0.4 |
| Hispanic | 686 | 96.5 |
| Two or More Races | 4 | 0.6 |
| Pacific Islander | 3 | 0.4 |
| White | 11 | 1.5 |



Conclusions based on this data:

The data above is based on a CALPADS report from 2018-19. McKinna's significant ethnic subgroup is Hispanic/Latino, with 96.5% of 711 students classified as Hispanic/Latino. 95% of this subgroup identifies Spanish as their primary language and 5% Mixteco. 79.3% are classified as English Learners. With the exception of the white subgroup with 11 students, all other ethnic groups have 4 or fewer students and do not qualify as a significant subgroup based on the low percentages of these student populations at McKinna. In addition, it is important to note that 95% of McKinna's students classified as Socioeconomically Disadvantaged, 10% as homeless and 5.9% with disabilities. The high percentage of Socioeconomically Disadvantaged and English Learner sub groups are considered historically under-served, under-performing populations. 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

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 506 857 537">Green</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1336 537">Yellow</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 378 735">Orange</p> | | |

Conclusions based on this data:

The overall Dashboard detail for the fall of 2019 demonstrates that McKinna did make slight growth, moving to orange in ELA & math, but has significant room for growth in academic student performance areas. Actions in this area align with Goal 1 of both District LCAP and site goals as articulated in the SPSA. In regard to student performance around absenteeism and suspension, the Dashboard shows McKinna decreased the percentage of chronic absenteeism to green and shows yellow in percentage of suspensions. Actions in this area align with Goal 2 of both District LCAP and site goals as articulated in the SPSA. The leadership team reviews this data by sub group with the staff to help plan and implement effective SMART Goals & actions to ensure progress in all these areas.

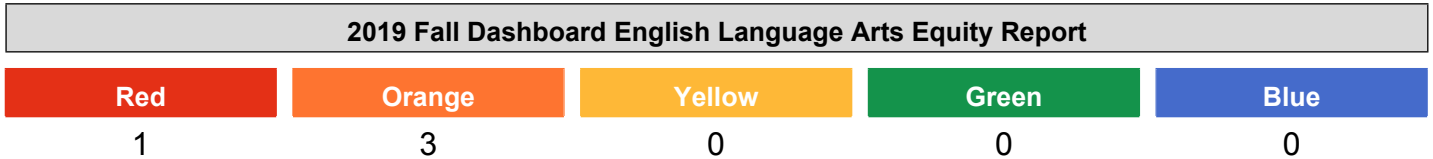
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  Orange 88.2 points below standard Increased ++8.9 points 303 | <p>English Learners</p>  Orange 95.9 points below standard Increased ++5.2 points 259 | <p>Foster Youth</p>  No Performance Color 0 Students |
| <p>Homeless</p>  Red 162.2 points below standard Declined -13.1 points 31 | <p>Socioeconomically Disadvantaged</p>  Orange 89.2 points below standard Increased ++8.4 points 274 | <p>Students with Disabilities</p>  No Performance Color 140.4 points below standard Increased ++4.9 points 23 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 91.5 points below standard Increased ++7.7 points 291 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|--|
| 125.7 points below standard Maintained ++0.8 points 191 | 12.2 points below standard Increased ++11.9 points 68 | 40.1 points below standard Increased Significantly ++32.7 points 43 |

Conclusions based on this data:

The above data shows that all McKinna's significant sub groups showed growth in ELA results in 2018-19 from previous year results with the exception of the homeless students. Average growth for all students was 8.9 points, with English learners increasing by 5.2 points, SED students by 8.4 and Hispanic by 7.7. The homeless sub group dropped 13 points from the previous year. All students in 3-5th tested scored 88.2 points below standard proficiency for ELA demonstrating the need for implementing research based effective first instruction.

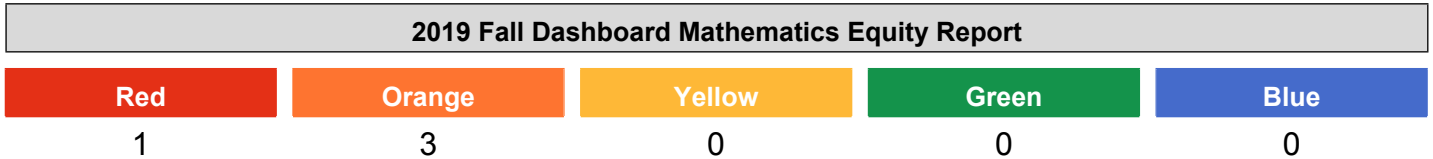
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Orange 95.9 points below standard Increased ++9.1 points 303 | <p>English Learners</p>  Orange 101 points below standard Increased ++4.5 points 259 | <p>Foster Youth</p> |
| <p>Homeless</p>  Red 178.2 points below standard Declined Significantly -22.8 points 31 | <p>Socioeconomically Disadvantaged</p>  Orange 97.4 points below standard Increased ++7.8 points 274 | <p>Students with Disabilities</p>  No Performance Color 138.8 points below standard Increased ++6.6 points 23 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 98.8 points below standard Increased ++7.8 points 291 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|--|
| 126.7 points below standard Maintained -1.9 points 191 | 29.2 points below standard Increased Significantly ++16.9 points 68 | 69.1 points below standard Increased Significantly ++32.8 points 43 |

Conclusions based on this data:

The above data from the 18-19 CAASPP for math shows that all McKinna's significant sub groups but the homeless group performed in the orange between 97-101 points below the standard for proficiency on the 2019 CAASPP for math, consistent to "All Students," who tested in 2019. This includes Socioeconomically Disadvantaged and Hispanic students and English Learners. The homeless subgroup scored in the red and dropped 22 points from the previous year, and scored 178 points below the standard. Further examination of the sub group classified as English Learners, shows a significant difference in performance between the 68 Reclassified English Learners who increased by 16.9 points and are only 29 points below standard versus the current ELs who are 126 points from standard. The 43 English Only group did make significant gains of 33 points from the 17-18 school year.

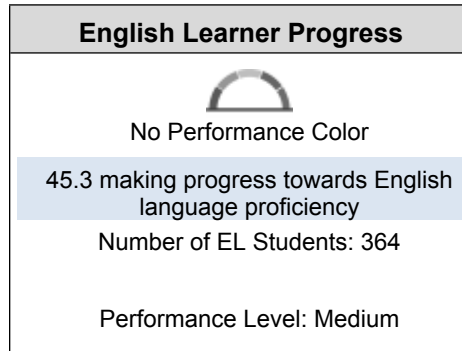
The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math emphasizing both oracy and writing. As a community of learners, we will focus on high leverage, research based instructional practices to increase opportunities for students to communicate thinking and reasoning. Teachers will focus on the 8 math practices as well as math claims within the CAASPP system: concepts & procedures, problem solving/data analysis, and communicating reasoning.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 15.6 | 39.0 | 0.8 | 44.5 |

Conclusions based on this data:

The above data demonstrates additional information on the academic progress of English Learners according to the ELPAC overall scores on the 2018 test available from the 2019 fall dashboard. Out of the 364 McKinna students assessed, 162 progressed one ELPI level, 3 maintained level 4, 142 maintained designated levels and 57 decreased a level. The school wide focus for 2020-21 continues to be language/ oracy development, literacy and writing across content areas. The staff will continue to engage in ongoing professional development and collaboration that strengthens teaching and learning practices around math, language and literacy rich instruction across all grade levels throughout the day. 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. 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. Teachers will utilize district adopted resources, assessments and technology to promote high student engagement and achievement, utilizing data to inform and refine instruction.

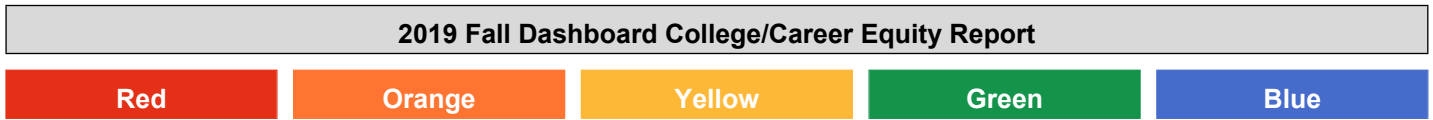
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

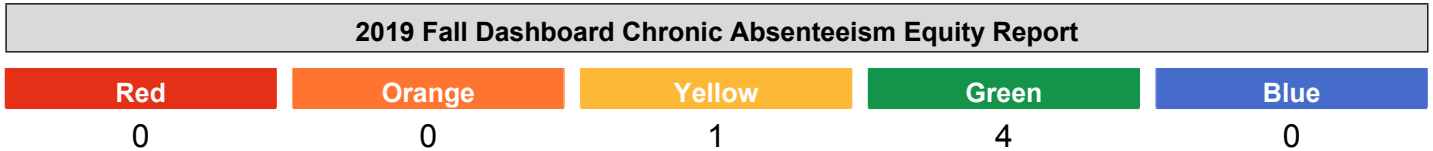
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  <p>Green</p> <p>7.4</p> <p>Declined -2.7</p> <p>767</p> | <p>English Learners</p>  <p>Green</p> <p>6.2</p> <p>Declined -1.3</p> <p>614</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>1</p> |
| <p>Homeless</p>  <p>Yellow</p> <p>14.2</p> <p>Declined -4.8</p> <p>113</p> | <p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>8.1</p> <p>Declined -1.4</p> <p>681</p> | <p>Students with Disabilities</p>  <p>Green</p> <p>5.7</p> <p>Declined -11.8</p> <p>53</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 7.4 Declined -2.7 742 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color 0 Maintained 0 11 |

Conclusions based on this data:

Due to COVID, updated information for 2019-20 school year is unavailable.

The 2018 Dashboard demonstrates chronic absenteeism based on sub groups. Chronic absenteeism is defined as missing 10% of the instructional days they are enrolled. The data above shows a significant discrepancy between all students and various sub groups. While the overall student body is in the orange with 10.2% marked as chronically absent, of the 95 homeless sub group, 18.9% are chronically absent. According to the data, 7.5% of the 614 English Learners are chronically absent while 10.1% of Hispanic students were chronically absent in 2018. The high numbers in each sub group signal a need to be pro-active with students and families to promote positive attendance, educating families of the connection of attendance to student performance. McKinna will also continue with interventions like family meetings and SARBs to connect families with resources when students are truant.

School and Student Performance Data

Academic Engagement Graduation Rate

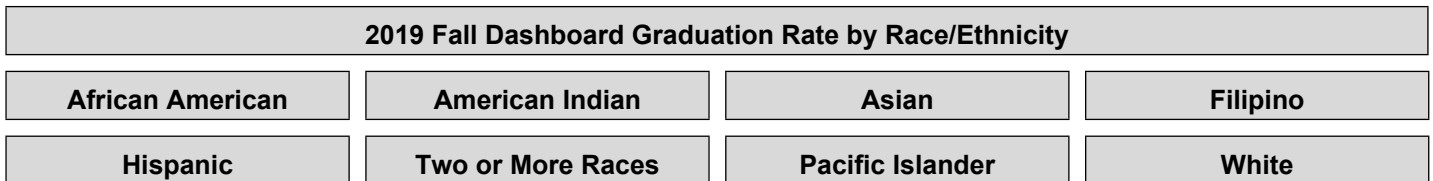
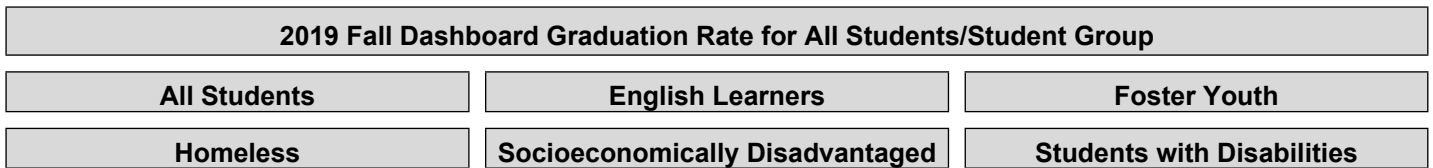
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

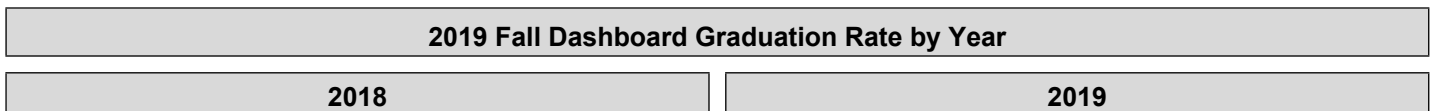
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

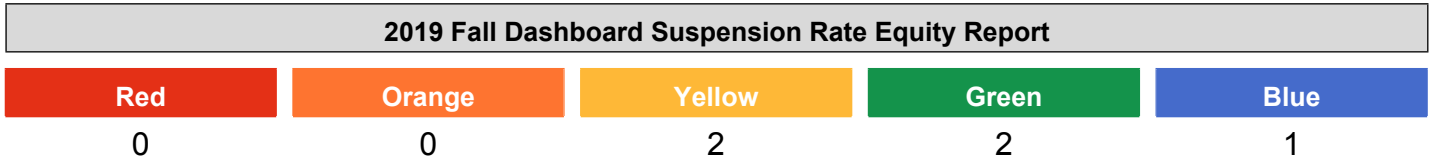
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  Yellow 0.8 Increased +0.5 799 | <p>English Learners</p>  Green 0.5 Increased +0.3 629 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 1 |
| <p>Homeless</p>  Green 0.8 Maintained -0.2 124 | <p>Socioeconomically Disadvantaged</p>  Yellow 0.9 Increased +0.6 703 | <p>Students with Disabilities</p>  Blue 0 Declined -3 58 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color Less than 11 Students - Data 3 | |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color Less than 11 Students - Data 3 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0.8</div> Increased +0.5 774 |  No Performance Color Less than 11 Students - Data 4 |  No Performance Color Less than 11 Students - Data 3 |  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Maintained 0 11 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.2 | 0.8 |

Conclusions based on this data:

In this category, overall students fall in the yellow as measured on the 2019 Dashboard with Socioeconomically disadvantage and Hispanic students in yellow and English Learners and homeless in green. Students with disabilities sub group is in blue on the Dashboard. 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 where students thrive. McKinna staff is committed to the implementation of a proactive and positive behavior support system (PBIS) school wide. The PBIS Leadership Team works within the Safe & 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 School 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. During the 2020-21 school year, staff will work to help build adult capacity for the development and implementation of effective Tier 1 practices. McKinna staff will continue to incorporate a collaborative approach and common language for teaching students self-regulation and peaceful problem solving through "Toolbox Tools," strategies for fostering social-emotional development in children.

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 academic standards 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 - Fall of 2020 | <p>STAR Early Literacy K-2, English & Spanish: Fall 2020</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 -2 DLI, assessments in Spanish & English</p> <p>K English: results for 85 students At or above benchmark- level 4: 23 students or 27% of 85 students tested; On watch-level 3: 15 students or 18% Intervention-level 2: 16 students or 19% Urgent Intervention - level 1: 31 or 36%</p> <p>K Spanish: results for 76 students</p> | <p>STAR Early Literacy Goal K-1, English & Spanish</p> <p>By Spring 2021: Increase the percentage of students at or above benchmark (levels 3 & 4) by 10% Decrease the percentage of students below benchmark by 10% (levels 2 & 3).</p> |

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

At or above benchmark- level 4: 45 students/ 59%
 On watch-level 3: 9 students/12%
 Intervention-level 2: 10 students/13%
 Urgent Intervention - level 1: 12 students/16%

1st grade- English: results for 109 students
 At or above benchmark- level 4: 34 students/31%
 On watch-level 3: 20 students/18%
 Intervention-level 2: 25 students/23%
 Urgent Intervention - level 1: 30 students/28%

1st grade- Spanish: results for 108 students
 At or above benchmark- level 4: 61 students/56%
 On watch-level 3: 18 students/17%
 Intervention-level 2: 18 students/18%
 Urgent Intervention - level 1: 11 students/10%

2nd grade- English: results for 82 students
 At or above benchmark- level 4: 13 students/16%
 On watch-level 3: 13 students/16%
 Intervention-level 2: 16 students/20%
 Urgent Intervention - level 1: 40 students/49%

2nd grade- Spanish: results for 78 students
 At or above benchmark- level 4: 48 students/62%
 On watch-level 3: 11 students/14%
 Intervention-level 2: 10 students/13%

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| | Urgent Intervention - level 1: 9 students/12% | |
| STAR READING 2nd grade-English & Spanish, Fall | <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 grade DLI.</p> <p>2nd grade- English: results for 78 students At or above benchmark- level 4: 14 students/18% On watch-level 3: 13 students/16% Intervention-level 2: 16 students/21% Urgent Intervention - level 1: 38 students/49%</p> <p>2nd grade- Spanish: results for 87 students At or above benchmark- level 4: 52 students/60% On watch-level 3: 9 students/10% Intervention-level 2: 19 students/22% Urgent Intervention - level 1: 7 students/8%</p> | <p>STAR Reading Goal 2nd grade English & Spanish</p> <p>By Spring 2021: Increase the percentage of students at or above benchmark (level 3 & 4) by 10% Decrease the percentage of students below benchmark by 10% (level 2 & 3).</p> |
| STAR READING 3-5th grade - English, Fall | <p>STAR READING 3-5th grade - English, Fall</p> <p>Data shows percentage of students is 3-5 grade in levels 1-4 in STAR 360 Reading per state benchmarks. Assessments in English for 3-5.</p> <p>3rd grade- English: results for 99 students</p> | <p>STAR Reading Goal 3-5th grade English</p> <p>By Spring 2021: Increase the percentage of students at or above benchmark (level 3 & 4) by 10% Decrease the percentage of students below benchmark by 10% (level 2 & 3).</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| | <p>At or above benchmark- level 4: students/9% On watch-level 3: 9 students/9% Intervention-level 2: 24 students/24% Urgent Intervention - level 1: 57 students/58%</p> <p>4th grade- English: results for 86 students At or above benchmark- level 4: 5 students/6% On watch-level 3: 7 students/8% Intervention-level 2: 20 students/23% Urgent Intervention - level 1: 54 students/63%</p> <p>5th grade- English: results for 93 students At or above benchmark- level 4: 1 students/1% On watch-level 3: 12 students/13% Intervention-level 2: 24 students/26% Urgent Intervention - level 1: 56 students/60%</p> | |
| <p>STAR Math Grades 1-5 - English, Fall</p> | <p>Data shows percentage of students in 1-5 grade in levels 1-4 in STAR 360 Math per state benchmarks. Assessments in English.</p> <p>1st grade- Math: results for 102 students At or above benchmark- level 4: 19 students/19% On watch-level 3: 35 students/34% Intervention-level 2: 34 students/33% Urgent Intervention - level 1: 14 students/14%</p> | <p>STAR 360 Math Goal, grades 1-5</p> <p>Spring 2021: Increase the percentage of students at or above benchmark (level 3 & 4) by 10% Decrease the percentage of students below benchmark by 10% (level 2 & 3).</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|--|--|
| | <p>2nd grade- Math: results for 83 students At or above benchmark- level 4: 14 students/17% On watch-level 3: 10 students/12% Intervention-level 2: 21 students/25% Urgent Intervention - level 1: 38 students/46%</p> <p>3rd grade- Math: results for 83 students At or above benchmark- level 4: 5 students/6% On watch-level 3: 14 students/17% Intervention-level 2: 21 students/25% Urgent Intervention - level 1: 43 students/52%</p> <p>4th grade- Math: results for 86 students At or above benchmark- level 4: 3 students/3% On watch-level 3: 9 students/10% Intervention-level 2: 24 students/28% Urgent Intervention - level 1: 50 students/58%</p> <p>5th grade- Math: results for 93 students At or above benchmark- level 4: 1 students/1% On watch-level 3: 2 students/2% Intervention-level 2: 30 students/32% Urgent Intervention - level 1: 61 students/65%</p> | |
| STAR Reading & Math Student Growth Percentiles (SGP) | STAR Reading SGP English: School Overall - 61.4% - above 35% | Increase School Overall SGP (Typical and High Growth Rates) for Reading (English & Spanish) & Math, (English) by |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--|---|--|
| | <p>High growth- 33.6%, Typical growth - 27.9%, Low Growth 38.6%</p> <p>STAR Early Literacy SGP Spanish: High growth- 30.2 %, Typical growth -22.3 %, Low Growth 47.4%</p> <p>STAR Math SGP: School Overall - 46.8% above 35% High growth- 20.4%, Typical growth -26.4 %, Low Growth 53.2%</p> | <p>20%; Decrease by 20% number of students performing at Low Growth Rates</p> |
| <p>ELPAC Assessment for grades 3-5 based on reclassification criteria: Overall 4 on ELPAC, 2 or greater on SBAC or 25% or greater on STAR reading.</p> | <p>ELPAC Data from 2018-19: Total students tested -539</p> <p>% of students at level 4: 6.49% % of students at level 3: 31.73% % of students at level 2: 38.03% % of students at level 1: 23.75</p> <p>English Learners 2020-21: TBD-74, ELs-391, RFEP-36</p> <p>Number & percentage of ELs: 1-90/23%, 2-77/19.7%, 3-90/23%, 4-67-17%, 5-59/15% Level 1: 106 students, 27.2% Level 2: 155 students, 39.8% Level 3: 188 students, 30.3% Level 4: 10 students, 2.6%</p> | <p>Students will demonstrate sustainable academic growth by moving one or two levels on the ELPAC test.. Increase the number of English Learner reclassifications by 5%.</p> |
| <p>CAASPP-ELA - Grades 3-5</p> | <p>CAASPP Results for ELA, 3-5th 2018-19: % Standard Exceeded: 3.75% % Standard Met: 13.13% % Standard Nearly Met: 16.16% % Standard Not Met: 62.81%</p> | <p>CAASPP, ELA - Students will demonstrate sustainable academic growth by moving one or two levels across the different bands in the SBAC. Increase the number of students meeting & exceeding standards. Additional 5% of the students will move from</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|-------------------------|---|--|
| | | approaching to meeting and/or exceeding standards. |
| CAASPP Math- Grades 3-5 | CAASPP Results for Math, 3-5th 2018-19: % Standard Exceeded: 2.77% % Standard Met: 9.85% % Standard Nearly Met: 22.46% % Standard Not Met: 64.92% | CAASPP, Math: Students will demonstrate sustainable academic growth by moving one or two levels across the different bands in the SBAC. Increase the number of students meeting & exceeding standards. Additional 5% of the students will move from approaching to meeting and/or exceeding standards. |

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, SEI, TBE programs. Blended learning model for teaching literacy, math, social science and science standards for Dual Language classes as developed within the DLI units for K-2 and through resources like Mystery Science 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 ISP

| | |
|--|--|
| | District Funded 5800: Professional/Consulting Services And Operating Expenditures District funded PD and resources like Renaissance, Mystery Science, Lexia, Myon, STMath |
| | Title III 4000-4999: Books And Supplies Spanish books to increase Spanish reading options (to support English Learners & DLI), listed in Goal 1 strategy 3 |
| | 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, Title III 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 studies, math, ELD and literacy. In addition, funds will be used to support professional development in Canvas and other technology to help deliver effective instruction within 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)

10,000.00

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, & extra hours for PD, tutoring & enrichment, hourly pay & benefits

10,000.00

Title III
1000-1999: Certificated Personnel Salaries

| | |
|-----------|--|
| | supplemental grade level collaboration, tutoring & enrichment, hourly pay & benefits to support English Learners |
| 10,000.00 | Title I 1000-1999: Certificated Personnel Salaries supplemental grade level collaboration, & extra hours for PD, tutoring & enrichment, hourly pay & 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. One ISP funded through the District and one funded through McKinna Title I 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) |
|-----------|---|
| 29,251.00 | Title I 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) |
|-----------|-----------|
|-----------|-----------|

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 SLA for support in literacy, language and oracy within DLI Kindergarden. Funding for 5 additional hours per week to supplement District funded bilingual para-educators. 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) |
|-----------|--|
| 4,909.00 | Title III 2000-2999: Classified Personnel Salaries Classified salary and benefits for bilingual para-educator support |
| | 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 |
| 5,000.00 | Title III 2000-2999: Classified Personnel Salaries overtime for site funded bilingual para-educator support |

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 ISP to provide Reading intervention to address learning gaps created by disruption of traditional school due to COVID 19.

Strategy/Activity

District funded Instructional Support Provider 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 Instructional Support Provider

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 student support meetings weekly including COST-SST, IEP and 504s to support student achievement and social-emotional Tier 2 and 3 needs. SST and IEP team meetings include the psychologist, RSP, Speech pathologist, ORC, Principal, general education teacher, counselor and the parents. Social Worker and District behaviorist is 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)

5,000.00

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Teacher Substitutes to release general ed and SPED teachers as needed

0.00

District Funded
1000-1999: Certificated Personnel Salaries
Certificated salaries for Counselor, RSP, Speech, Psychologist

0.00

District Funded
2000-2999: Classified Personnel Salaries
Classified salary: ORC

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 SLD 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 - Targeted 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, required learning applications for all students utilized within the Distance Learning instructional 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 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" 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)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
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, science, differentiation utilizing technology with programs like Lexia to increase student achievement and provide opportunities to accelerate growth for GATE students and fill 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)

Source(s)

7,000.00

LCFF - Targeted
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 during Distance learning 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) | Source(s) |
|-----------|---|
| 41,864.00 | Discretionary 4000-4999: Books And Supplies Materials and Supplies, warehouse, Graphics Services |
| 38,316.00 | LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies |
| 18,827.00 | 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 translations for conferences, parent meetings and outreach for families, 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) |
|-----------|---|
| 15,000.00 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Child care, translation, extra hours for clerical, campus supervisors, custodians |

| | |
|----------|---|
| | |
| 3,000.00 | Title III 2000-2999: Classified Personnel Salaries Translation |

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) |
|-----------|--|
| 1,000.00 | LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Conference fees for virtual 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) |
|-----------|-----------------|
| 1,000.00 | LCFF - Targeted |

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 to 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, cables, bulbs for projector lamps) 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)

10,000.00

LCFF - Targeted
4000-4999: Books And Supplies
computer supplies & 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, 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

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) will be maintained and repaired, as necessary to support instruction for 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)

2,000.00

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
Maintenance agreements

District Funded
5000-5999: Services And Other Operating Expenditures
Copy machine

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)

1,064.00

Source(s)

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 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 |
| | 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 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)

| | |
|----------|--|
| 7,999.00 | Title III 4000-4999: Books And Supplies Books to support English Learners |
| 5,000.00 | Title I 4000-4999: Books And Supplies Books in English & Spanish for library to increase non-fiction and support standards based instruction |
| 5,000.00 | LCFF - Targeted 4000-4999: Books And Supplies |

Books to support Social-Emotional Learning as well as for promoting literacy during Distance Learning

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 within Distance learning synchronous time and integrated ELD throughout the instructional day, incorporating oracy strategies to provide access to rigorous standards across all content areas. Emphasis on oracy, reading & 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)

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.

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.

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 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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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 2019-20 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 & learning. Aligned with the OSD pedagogy, McKinna's emphasis last year was 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.

Last year, McKinna utilized 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" included 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 & 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 Studies, 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 the learning walks 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 the learning walks 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 level teams 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 the learning walks prior to transitioning to Distance Learning at the beginning of April indicated increased grade level alignment and implementation of these practices within classroom instruction.

During the 2020-21 school year, the McKinna staff will continue to focus on research based "Best First Instruction" practices within Distance Learning Framework. Ongoing school wide collaboration and professional development focus centers on effective implementation of standards based instruction for literacy and language development throughout the 3 essential Learning Spaces in the instructional day: synchronous, asynchronous and independent.

Teaching and Learning space during synchronous instruction 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 space during asynchronous blended learning 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 space 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 & 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

new learning management system. Because this system is new to the McKinna community, McKinna is scheduling dedicated collaboration and professional development opportunities throughout the year for staff, students and families. Collaboration and training opportunities for staff and families are essential to help build school wide capacity for effective teaching and learning and communication during Distance 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.

As stated previously, McKinna's school wide focus for the 2019-20 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 last year was 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 instructional learning walks was utilized to plan professional development needs. The focus of professional development until March of the 2019-20 school year 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 examined and calibrated 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 learning walks as well as student writing and other formative assessments.

Due to COVID-19, all students experienced a 5 month disruption of traditional school experience between mid March and August 19. This interruption in traditional schooling created unintended inequities in access and resources for students and families. Focus in March through June shifted to transitioning to Distance Learning, identifying families with technology and other basic needs while attempting to build a cohesive instructional plan District and school wide. The 2020-21 school year Distance Learning plan provides the roadmap and resources for ensuring all students have access to technology 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 Distance Learning plan provides the roadmap and resources for ensuring all students have access to technology and resources within a cohesive District wide plan for instruction. Grade level teams are using 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 within Distance Learning Framework. Ongoing school wide collaboration and professional development focus centers on effective implementation of standards based instruction for literacy and language development throughout the 3 essential Learning Spaces in the instructional day: synchronous, asynchronous and independent.

Teaching & Learning Space during synchronous instruction 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 & Learning Space during asynchronous blended learning 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 & Learning Space 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 within a Blended learning framework utilizing Canvas as the new 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
- We will focus on strategic teaching of writing across all content areas: math, science, social studies, 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 SBAC, 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 Reading Comparisons Data in English from fall 2019-20 to fall 2020-21 shows a decrease in students testing in level 1 from 68% in fall, 57% in winter & 57% in fall of 2020-21. The percentage of students testing at or above grade level (level 3 & 4) increased from 14.2% in the fall of 2019, to 19.7% in the winter of 2019. 2020-21 fall scores show 19.3% of students at level 3 & 4 and 80.6% performing at levels 1 and 2 combined on Star reading. The Student Growth Percentile for Star Reading shows 61.4% Overall school SGP from fall 2019 to fall 2020 with 33.6% of students at high growth, 27.9% at typical growth and 38.6% at low growth. The Star Early Literacy English Proficiency shows 24.6% at level 4, 16.5% at level 3, 19.5 at level 2 & 39.4% at level 1. Early Literacy in English SGP from fall 2019-fall 2020 shows 30% with high growth rates, 22% typical growth and 47% at low growth rates.

Star Reading Comparison Data in Spanish shows overall proficiency in the fall of 2019 at 38.2%, with an increase in winter to 53.8% and 60% in the fall of 2020. The Star Early Literacy in Spanish for fall of 2020 shows 58.8% at level 4, 14.5% at level 3, 14.5% at level 2 & 12.2% at level 1. Spanish Early Literacy Comparison Data shows growth from fall 2019 with 46% above minimum

district benchmark to winter with 68% above minimum district benchmark. Fall of 2020 assessment in Spanish Early Literacy shows 58.8% of students tested scored at or above the minimum district benchmark.

The Star Math Comparison Data shows growth from fall to winter of 2019-20 from 18% to 29.5% proficient. Fall of 2020-21 shows overall 24.9% proficiency in math school wide at levels 3 & 4 and 75% performing at levels 1 and 2 combined on the Star math assessment. The Student Growth Percentile for Star Math shows 46.8% overall school SGP (from fall 2019 to fall 2020 with 20.4% of students at high growth, 26.4% if students at typical growth, and 53.2% of students at low growth rates.

It is important to note that fall assessments for 2020 were administered through Distance Learning making it difficult to ensure testing reliability. 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-2 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 | <p>Due to COVID, Attendance data for 19-20 is unavailable.</p> <p>For 2020-21 school year, ongoing monitoring of attendance for average of 96% daily attendance. Track and address chronic absenteeism through interventions.</p> <p>The average attendance for the 2018-19 school year was 96% with the following 4 sub groups in the green: English Learners, SED, Hispanic and Students with Disabilities. The Homeless sub group was in the yellow showing a higher percentage of chronic absenteeism within this group with an average of 10%.</p> | <p>Maintain average monthly attendance for K-5 at 95%.</p> <p>Reduce chronic absenteeism for K-5 to 5%</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| Student Engagement | <p>For 2020-21 school year, ongoing weekly monitoring of student engagement and behavior during Distance Learning to increase</p> <p>Suspension Rate for 2019 to March 2020: 3 total suspensions, .045%.</p> | <p>For 2020-21 school year, track student engagement and systematically address students with limited level of student engagement.</p> <p>Continue to use alternative methods of discipline to limit loss of instructional time for 2020-21 school year through continued implementation of PBIS framework.</p> |
| Panorama Survey | <p>Limited data from 2019-20 due to COVID interruption of traditional schooling.</p> <p>Panorama survey administered for to K- 5 grade students 3 times a year per District assessment calendar.</p> | <p>Participation of 95% of students in grades K-5, 3 times a year per District calendar.</p> <p>Data utilized to target social-emotional learning needs for self-management, growth mindset, social awareness, emotional regulation, teacher-student relationships and sense of belonging.</p> |
| Healthy Kids Survey administered to 5th graders | Due to COVID, no current data for 19-20 school year | Participation of 95% of 5th graders and 50% of 5th grade parent participants on CA Healthy Kids 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 implementation of the Positive Student Behavior Support (PBIS) Program to promote a safe and nurturing school learning environment., including focus on distance learning expectations for synchronous, asynchronous and independent learning 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)]

District Funded
5000-5999: Services And Other Operating Expenditures
PBIS Leadership, Safe Schools & VCOE support for PBIS

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 distance learning 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)]

LCFF - Targeted
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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 and/or lack of student student 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
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 as specified through COVID-19 safety 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)

[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 - Targeted
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 - Targeted
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 - Targeted
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)

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)

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 & at risk sub groups within Homeless & 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 & 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)

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)

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)

[Empty box for Amount(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 3 times a year per District assessment calendar and 5th graders will take the Healthy Kids Survey 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)

[Empty box for Amount(s)]

no cost, Survey provided by the District

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: 2019-20

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 at 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 needs which strategies and activities in Goal 2 addresses. 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. According to the National Child Traumatic Stress Network, students dealing with trauma, "...may show signs of distress through somatic complaints such as stomachaches, headaches, and pains. These students may have a change in behavior, such as increased irritability, aggression, and anger.... (as well as) show a change in school performance and have impaired attention and concentration and more school

absences." Therefore, it is 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 healthy learning environment school wide, with special attention to high needs during Distance Learning. 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, character education and community circles. 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 2020-21 school year, McKinna will continue to work within the Safe and Civil School model through a continuous improvement process to implement 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 within the Distance Learning model.

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

McKinna made progress in building school wide systems to foster social-emotional development in the students during the 2019-20 school year by creating a systematic approach to improving school wide climate and culture. Teachers utilized 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, McKinna recognized positive behavior and academic growth within classrooms and at school wide assemblies. McKinna also strengthened their COST-SST process during the 2019-20 school year to address Tier 2 and 3 academic and social-emotional needs of the students. Data shows a significant decrease in the number of students sent to the office for low level behaviors as well as a decrease in loss of instructional time due to behavior infractions.

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 2020-21 school year, McKinna will continue to build upon the MTSS model that works to align school wide systems and services to District support systems. The Panorama survey results for K-5th grades, administered 3 times a year, 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. The new features within Q will be utilized and closely monitored for Student Engagement to determine student - family support needs. Both programs 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 | 2020-21 school engagement opportunities offered through virtual meetings for SSC, ELAC, PTA. Prior to March 2020, Sign ins for Family Fridays showed average attendance 150 per month; Parent workshops- average attendance, 25 parents | 2020-21: 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 virtual meetings. |
| Parent participation in SST and IEP meetings | 2020-21 Benchmark: Various opportunities for parent/guardian participation through phone, zoom and in person for SST, IEP meetings. | 2020-21: 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 maintain 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

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, 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)

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)

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)

LCFF - Targeted
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 - Targeted
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 - Targeted
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 - Targeted
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) |
|-----------|-----------|
| | 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.

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.

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: 2019-20

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. The McKinna staff cultivates meaningful partnerships and authentic family engagement through healthy communication venues such as SSC, ELAC and PTA. Up until March of 2020, McKinna offered monthly literacy events on site through Family Fridays and literacy workshops. In addition, in 2019-20, McKinna offered family education opportunities on site and opportunities for families to contribute to the educational opportunities for their children. 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. The average attendance at parent workshops have been 25 -50 families and at monthly Family Fridays, 150 families. Special events like Back to School Night, the Multi-cultural Fair and PTA movie nights brought in an average of 300 families during the 2019-20 school year. During the 2020-21 school year, McKinna will offer leadership and educational opportunities through SSC, ELAC, PTA. gatherings, workshops and meetings and will be held virtually to ensure safety. McKinna will utilize the web site, Blackboard connect, Canva, Zoom, 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 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. 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 2020-21 school year to support academic, physical, and social-emotional needs created by COVID pandemic.

Although McKinna administered the Healthy Choice Survey to 5th graders and parents, there were not enough completed responses to have a valid benchmark assessment of school climate through this measurement tool in 2018-19. Due to COVID, the survey was not conducted in the 2019-20 school year. During 2020-21 McKinna staff will support the administration of the CA Healthy Kids

Survey within the 5th grade classrooms and at family gatherings in order to obtain a valid benchmark assessment.

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 2020-21 school year virtually to ensure safety during COVID Pandemic. Parent workshops like Project 2 Inspire to increase EL parent engagement and advocacy will be offered through the District. McKinna will continue to continue ongoing communication through venues like Blackboard connect, Canvas, social media and the school web site. The school will include families in SST, IEP and 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 | \$93,986.00 |
| 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 | \$231,230.00 |

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 | \$63,078.00 |
| Title III | \$30,908.00 |

Subtotal of additional federal funds included for this school: \$93,986.00

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 (\$) |
|-------------------------|-------------|
| Discretionary | \$43,864.00 |
| District Funded | \$0.00 |
| LCFF - Intervention | \$1,064.00 |
| LCFF - Targeted | \$92,316.00 |

Subtotal of state or local funds included for this school: \$137,244.00

Total of federal, state, and/or local funds for this school: \$231,230.00

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 |
|---------------------|-----------|---------|
| Discretionary | 43,864.00 | 0.00 |
| Title I | 63,078.00 | 0.00 |
| Title III | 30,908.00 | 0.00 |
| LCFF - Intervention | 1,064.00 | 0.00 |
| LCFF - Targeted | 92,316.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| Discretionary | 43,864.00 |
| District Funded | 0.00 |
| LCFF - Intervention | 1,064.00 |
| LCFF - Targeted | 92,316.00 |
| Title I | 63,078.00 |
| Title III | 30,908.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---------------------|-----------|
| 4000-4999: Books And Supplies | Discretionary | 41,864.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 0.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 1,064.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 15,000.00 |

| | | |
|--|-----------------|-----------|
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 15,000.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 53,316.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 9,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 39,251.00 |
| 4000-4999: Books And Supplies | Title I | 23,827.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 10,000.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 12,909.00 |
| 4000-4999: Books And Supplies | Title III | 7,999.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 231,230.00 |

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 |
|-----------------|----------------------------|
| Wendy Garner | 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 10/13/20.

Attested:

| | |
|---|--|
|  | Principal, Wendy Garner on 10/13/20 |
|  | SSC Chairperson, Elena Salgado on 10/13/20 |

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



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 13, 2020 | November 4, 2020 |

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's Vision - Empowering Ramona Elementary students to achieve excellence through hard work, perseverance, and a commitment to lifelong learning.

Ramona Mission - To provide a safe, nurturing environment where students reach their academic potential and become responsible global citizens.

Ramona School is committed to the following:

- Guide students to become global citizens using technology and collaboration to develop critical, independent thinkers and leaders.
- Utilize technology to accelerate and provide individualized and personalized learning.
- Provide a supportive environment that addresses all students' needs, including nutrition, physical, social-emotional, safety, intellectual growth, and development.
- Provide opportunities for family and community partnerships through participation in school committees and events.
- Educate confidently with a positive attitude and enthusiasm with respect for students, parents, and each other.
- Inform and provide differentiated instruction to ensure that all students are given learning opportunities in all content areas.
- Use formative assessment data throughout the year to communicate and collaborate as a team member, be open to new ideas, and reflect on our practices to continue our growth as professionals.
- Ensure that all students can access the Common Core Standards State Standards Curriculum by building foundational skills that lead to college and career readiness.
- Create an environmentally responsible campus.
- Attend professional development that enhances our understanding of research-based Common Core State Standards core practices to build school capacity.
- Participate in reciprocal Professional Learning Communities to reflect, improve, and advance instructional practices
- Attend training, which supports Project-Based Learning and focuses on developing STREAM-based learning.
- Continue to provide and support educational and social-emotional services during distance learning do to the COVID19 pandemic

Ramona Elementary School is located on the east side of Oxnard, where the population is predominantly of Latino/Hispanic descent with a significant immigrant population. Our school is comprised of 99% Latino, 1% white, 98.3% socioeconomically disadvantaged, and 85.4% English Learners. Among the English Language Learners, we have dialects such as Mixtec and Zapotec, which comprise 8.85 percent of the English Language Learners. Although the odds are against our students, Ramona Staff committed to our students, and through collective efficacy, we had significant gains on our English Language Arts CAASPP. Overall, we had a four percent improvement in grades three through five. In addition, our longitudinal data showed fifth-grade students with a significant gain of 13 percent. In addition to our teachers' collective efficacy, students had the support of Lexia CORE5, which enriches the academic instruction and reinforces learning in an adaptive, personalized, and individualized learning that motivates students by creating a customized and personalized learning path. Lexia Core5 provides a systematic and structured approach to six critical reading phonological awareness: phonics, structural analysis, automaticity, fluency, vocabulary, and comprehension. 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. Challenging games help students explore non-routine problems and build numbers sense instead of memorizing disconnected facts. 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.

Lastly, we believe we need to develop lifelong learners to explore the world through reading. Therefore at Ramona, we celebrate every child's success by acknowledging their reading success through the Accelerated Reading Program. With our Mission, Vision, and Commitment in mind, we at Ramona Elementary School work consistently and diligently improve upon our strong gains in student achievement. Hard work and dedication to our goals have shown an increase in student achievement, especially in Language Arts, mathematics, and our English Language Learners.

We critically examine and determine what actions empower our students to achieve and which areas need further development to enable students to achieve greater success. Professional Learning Community, grade-level teams collaborate after each assessment to analyze data from both 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 student achievement and identify key learning targets within the Common Core State Standards to target and modify instruction. Teachers use grade-level data to plan lessons, identify instructional strategies, target students' intervention and adjust as needed. Acquiring academic English language continues to be an essential goal for Ramona School students, especially for our English Language Learners (ELLs). For the 2020-2021 School Year, Ramona Elementary will provide parents the opportunity to enroll their children in a 50/50 Dual Immersion Program (DLI) starting in Kindergarten through 2nd-grade. We believe this switch from TBE to DLI empowers to learn a second language (Spanish) and validate students' first language, while simultaneously offering monolingual students access to non-English language. Every year we will be adding one year until every grade Kinder through fifth grade, becomes part of the Dual Immersion Language program.

NOTE: Given the COVID19 pandemic Teachers are teaching through distance learning, and collaborating weekly in order to address the needs of all 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.

The site administration and members of the District Dual Immersion personnel and English Language Services visit classrooms throughout the year to identify best practices and ensure implementation of expectations. Classroom observations provide information to develop goals, actions, and services. Some of the expectations are for students to be aware of and understand the lesson's learning objective, making sure that students are doing most of the talking, with conversations that are purposeful and academically focused. Ensure students have a clear understanding of the activity, participating in cooperative learning, problem-solving, creative projects, and various high-level thinking that engage and provide meaningful student participation. One area of focus of visits during the upcoming year, 2020-2021, is on oracy, emphasizing communication, collaboration, critical thinking, and creativity across all academic areas, specifically in writing and 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)

Ramona has been and will continue to use state CAASPP and District STAR360 assessments to inform and improve instruction and student learning. In addition to the California Healthy kids survey and Panorama Social-Emotional Learning Survey.

The local formative assessments are the STAR360 Reading and Math, IABs, and teacher-selected writing assessments with other supplemental programs as Lexia CORE5 and ST-Math, which support instruction. In the spring, students take the CAASP as part of the Summative Evaluation for ELA, Mathematics, and Science.

Panorama Survey is given to students three times during the year to unify the district SEL work and measure student's progress in areas social awareness, growth mindset, self-management, emotional regulation, sense of belonging, and teacher-student relationships.

5th-grade students, parents, and staff take the Healthy Kids Survey in the spring. It enables schools and communities to collect and analyze data regarding youth health risks and behaviors, school connectedness, school climate, protective factors, and school violence.

Both Panorama and the California Healthy Kids Surveys are part of a comprehensive data-driven decision-making process on improving school climate and student learning environments for overall school improvement.

The school Faculty meet weekly to discuss local assessments, planning of instruction, and professional development.

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' level. 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, 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 not only on assessments but also on tools that provide students opportunities to address their individual educational needs through Lexia and ST Math programs.

While on Distance Learning do to COVID19, teachers meet and an additional hour to celebrate successes and tackle student learning challenges.

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 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. A DLI (Dual Language Immersion) TOSA (Teacher on Special Assignment) works directly with teachers to support biliteracy instruction. Site Principals function as instructional leaders.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

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 Tier I, II, and III levels. Students' progress and response to these intervention strategies are closely monitored by using pre and post-assessment data during six to eight-week-long rounds of intensive intervention.

Tier I students not meeting the expected outcomes after a round of intervention will be referred to the Coordination of Services Team (CoST) process and receive Tier II level intervention for an additional six-weeks.

Tier II students not meeting the expected outcomes are referred to as the Success Study Team (SST) process. And receive Tier III level intervention for an additional six-weeks.

Tier III students not making adequate progress after receiving Tier I, II, and III levels of intensive intervention may be referred for Special Education assessment if it is suspected that the student has a learning disability that might be interfering with the student's ability to make progress towards grade-level standards.

Note: If a learning disability is suspected at any time, and it is evident through the student's initial observation, and evaluation the teacher or any other person working with the student can refer the student for Special education assessment. Also, if a parent or guardian is concerned about their child's progress in school, they can request an evaluation at any time.

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 are supported in class through small group instruction. The groups are flexible and based upon a student's needs. Also, the Instructional Support Teachers support students and teachers to reduce teachers' ratio to students and provide targeted instruction. In order to address the needs of all students and specifically underperforming students, teachers are provided time to meet as a grade level PLC. The purpose of the PLC time to increase student achievement. This provided an opportunity for teachers not only to backward map the year, but also to become familiar with the curriculum. In addition, PLC meetings have been strategically scheduled throughout the year after each assessment.

Through frequent, ongoing, and evidence-based collaboration, teachers can 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 Tier I, II, and III levels. Students' progress and response to these intervention strategies are closely monitored by using 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 receive Tier II level intervention for an additional six weeks. Students not meeting the expected outcomes from the Tier II level intervention will then be referred to the Success Study Team (SST) process. They will then receive a Tier III level intervention. Students who still do not demonstrate adequate progress after having received Tier I, II, and III levels 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

Researched based strategies as outlined in the reseach of Hatti's list of most effective and beneficial were reviewed and discussed by the admininstrator and teachers. We have collectively agreed on the Power of Collective Efficacy, with an effect size of 1.57. In addition teachers integrate evidence-based educational practices to raise student achievement for all students. For the 2020-2021 school year Ramona teacher will focus on Teaching strategies with a clear focus for the lesson where students are engaged with the content and teachers continue to check for understanding and provide 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. 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

IPad and application programs such Lexia, ST-Math, MyOn and Canvas

STREAM Night where students present Inquiry-Based Projects

Parent Book Club (The Four Agreements, Hijos Triunfadores) or any book that promotes parent development

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

Englis Language Advisory Committee, ELAC

Parent Nutrition Classes

Parenting classes

Coffee with the Principal/Title 1 meetings

Awards Assemblies

Project 2INSPIRE

The above activities are dependent on school availability of space and OSD COVID 19 pandemic guidelines.

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 2020-2021 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 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 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)

Title I, Title III and LCFF 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.

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 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 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.

Throughout the year regular teacher substitutes continued to be a challenge by not having adequate teacher substitutes to cover classroom teachers during their absence. Lack of Substitutes had a ripple effect on the rest of the school as teachers took additional students making learning difficulty for all students involved. Also, teachers were overstressed due to the number of students they have to manage. Lack of substitute challenges extended to other positions. The principal, counselor, or other available staff had to be taken out of their roles to ensure students' learning and safety. Another challenge was hiring an Instructional Support Teacher, ISP, as many candidates were either not qualified or will take a permanent job elsewhere.

The 2019-2020 and beginning of 2020-2021 school years brought the COVID 19 pandemic, which in turn brought challenges, including access to Wi-Fi for many of our students. In addition to not having a stable environment where parents could stay home and support their child's education.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | % | 0% | | | 0 |
| African American | % | % | 0% | | | 0 |
| Asian | % | % | 0% | | | 0 |
| Filipino | % | % | 0% | | | 0 |
| Hispanic/Latino | 99.00% | % | 99.48% | 592 | | 578 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 1.00% | % | 0.52% | 6 | | 3 |
| Multiple/No Response | % | % | 0% | | | 0 |
| Total Enrollment | | | | 598 | | 581 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 130 | | 135 |
| Grade 1 | 90 | | 88 |
| Grade 2 | 100 | | 88 |
| Grade3 | 104 | | 82 |
| Grade 4 | 106 | | 92 |
| Grade 5 | 68 | | 96 |
| Total Enrollment | 598 | | 581 |

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. but over all our student population remains largely unchanged from 99.5% Latino to 0.5% White.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 470 | | | 80.9% |
| Fluent English Proficient (FEP) | | | 82 | | | 14.1% |
| Reclassified Fluent English Proficient (RFEP) | | | 83 | | | 16.1% |

Conclusions based on this data:

The 2019-20 preliminary ELPAC data for students assessed the following 80.9 are English Learners; 80.9% are Fluent English, and 14.1 and 16.1 are Reclassified Fluent English Proficient (RFEP). The two main languages spoken at Ramona are Spanish and Mixtec language. The data represented shows an increase of students being Reclassified for the year 201-2020 we had 82 students reclassified, primarily in third grade. Spring Reclassification was not available due to COVID19 Pandemic.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 112 | 107 | 96 | 111 | 106 | 95 | 111 | 106 | 95 | 99.1 | 99.1 | 99 |
| Grade 4 | 70 | 105 | 97 | 70 | 105 | 97 | 70 | 105 | 97 | 100 | 100 | 100 |
| Grade 5 | 105 | 66 | 103 | 105 | 66 | 103 | 105 | 66 | 103 | 100 | 100 | 100 |
| All Grades | 287 | 278 | 296 | 286 | 277 | 295 | 286 | 277 | 295 | 99.7 | 99.6 | 99.7 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2356. | 2363. | 2364. | 1.80 | 3.77 | 5.26 | 18.92 | 17.92 | 16.84 | 18.02 | 19.81 | 28.42 | 61.26 | 58.49 | 49.47 |
| Grade 4 | 2383. | 2397. | 2390. | 2.86 | 9.52 | 2.06 | 11.43 | 15.24 | 17.53 | 15.71 | 14.29 | 21.65 | 70.00 | 60.95 | 58.76 |
| Grade 5 | 2394. | 2439. | 2464. | 0.95 | 1.52 | 6.80 | 10.48 | 24.24 | 32.04 | 21.90 | 19.70 | 24.27 | 66.67 | 54.55 | 36.89 |
| All Grades | N/A | N/A | N/A | 1.75 | 5.42 | 4.75 | 13.99 | 18.41 | 22.37 | 18.88 | 17.69 | 24.75 | 65.38 | 58.48 | 48.14 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.50 | 5.66 | 4.21 | 34.23 | 33.96 | 49.47 | 61.26 | 60.38 | 46.32 |
| Grade 4 | 7.14 | 8.57 | 6.19 | 30.00 | 41.90 | 44.33 | 62.86 | 49.52 | 49.48 |
| Grade 5 | 1.90 | 3.03 | 15.53 | 34.29 | 56.06 | 50.49 | 63.81 | 40.91 | 33.98 |
| All Grades | 4.20 | 6.14 | 8.81 | 33.22 | 42.24 | 48.14 | 62.59 | 51.62 | 43.05 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 3.60 | 3.77 | 3.16 | 43.24 | 38.68 | 47.37 | 53.15 | 57.55 | 49.47 |
| Grade 4 | 4.29 | 6.67 | 5.15 | 38.57 | 33.33 | 38.14 | 57.14 | 60.00 | 56.70 |
| Grade 5 | 4.76 | 9.09 | 11.65 | 33.33 | 43.94 | 56.31 | 61.90 | 46.97 | 32.04 |
| All Grades | 4.20 | 6.14 | 6.78 | 38.46 | 37.91 | 47.46 | 57.34 | 55.96 | 45.76 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.50 | 10.38 | 9.47 | 56.76 | 63.21 | 61.05 | 38.74 | 26.42 | 29.47 |
| Grade 4 | 2.86 | 5.71 | 5.15 | 35.71 | 63.81 | 55.67 | 61.43 | 30.48 | 39.18 |
| Grade 5 | 0.95 | 3.03 | 5.83 | 44.76 | 54.55 | 63.11 | 54.29 | 42.42 | 31.07 |
| All Grades | 2.80 | 6.86 | 6.78 | 47.20 | 61.37 | 60.00 | 50.00 | 31.77 | 33.22 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.31 | 9.43 | 6.32 | 45.05 | 41.51 | 50.53 | 48.65 | 49.06 | 43.16 |
| Grade 4 | 4.29 | 11.43 | 3.09 | 48.57 | 40.00 | 36.08 | 47.14 | 48.57 | 60.82 |
| Grade 5 | 4.76 | 9.09 | 15.53 | 27.62 | 48.48 | 48.54 | 67.62 | 42.42 | 35.92 |
| All Grades | 5.24 | 10.11 | 8.47 | 39.51 | 42.60 | 45.08 | 55.24 | 47.29 | 46.44 |

Conclusions based on this data:

ELA: From 2014-2015 the percentage of students who were not meeting standards decrease from 71-48.3. A 22.7% decrease. In the last couple of years, 2017-2018 to 2018-2019 went from 68% to 48.3 % with a 17.7 %, decrease in students not meeting standards. The percentage of students that were not meeting or nearly meeting standards in the last five years went from 90% to 73% a 17% decrease. With a decrease of 11.7% in the last couple of years. The number of students meeting or exceeding standards from 2014-2015 to 2018-2019 went from 10.3% to 27%, an increase of 16.7% with an increase of 11.7% in the last couple of years. The data above is from the school year 18-19, the conclusion remains the same due to COVID19 school closure.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 112 | 107 | 96 | 111 | 106 | 95 | 111 | 106 | 95 | 99.1 | 99.1 | 99 |
| Grade 4 | 70 | 105 | 97 | 70 | 105 | 97 | 70 | 105 | 97 | 100 | 100 | 100 |
| Grade 5 | 105 | 66 | 103 | 105 | 66 | 103 | 105 | 66 | 103 | 100 | 100 | 100 |
| All Grades | 287 | 278 | 296 | 286 | 277 | 295 | 286 | 277 | 295 | 99.7 | 99.6 | 99.7 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2374. | 2368. | 2387. | 2.70 | 1.89 | 3.16 | 18.02 | 14.15 | 21.05 | 28.83 | 25.47 | 26.32 | 50.45 | 58.49 | 49.47 |
| Grade 4 | 2398. | 2400. | 2407. | 1.43 | 0.00 | 0.00 | 5.71 | 12.38 | 11.34 | 34.29 | 33.33 | 39.18 | 58.57 | 54.29 | 49.48 |
| Grade 5 | 2394. | 2391. | 2426. | 1.90 | 0.00 | 1.94 | 1.90 | 1.52 | 6.80 | 20.00 | 13.64 | 26.21 | 76.19 | 84.85 | 65.05 |
| All Grades | N/A | N/A | N/A | 2.10 | 0.72 | 1.69 | 9.09 | 10.47 | 12.88 | 26.92 | 25.63 | 30.51 | 61.89 | 63.18 | 54.92 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 11.71 | 4.72 | 14.74 | 30.63 | 33.96 | 25.26 | 57.66 | 61.32 | 60.00 |
| Grade 4 | 1.43 | 3.81 | 1.03 | 18.57 | 20.00 | 27.84 | 80.00 | 76.19 | 71.13 |
| Grade 5 | 0.00 | 0.00 | 2.91 | 15.24 | 9.09 | 19.42 | 84.76 | 90.91 | 77.67 |
| All Grades | 4.90 | 3.25 | 6.10 | 22.03 | 22.74 | 24.07 | 73.08 | 74.01 | 69.83 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 7.21 | 5.66 | 6.32 | 39.64 | 31.13 | 42.11 | 53.15 | 63.21 | 51.58 |
| Grade 4 | 4.29 | 2.86 | 4.12 | 35.71 | 38.10 | 37.11 | 60.00 | 59.05 | 58.76 |
| Grade 5 | 3.81 | 0.00 | 0.97 | 14.29 | 21.21 | 39.81 | 81.90 | 78.79 | 59.22 |
| All Grades | 5.24 | 3.25 | 3.73 | 29.37 | 31.41 | 39.66 | 65.38 | 65.34 | 56.61 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 9.01 | 5.66 | 12.63 | 42.34 | 38.68 | 45.26 | 48.65 | 55.66 | 42.11 |
| Grade 4 | 1.43 | 6.67 | 3.09 | 34.29 | 31.43 | 42.27 | 64.29 | 61.90 | 54.64 |
| Grade 5 | 2.86 | 1.52 | 1.94 | 21.90 | 16.67 | 33.98 | 75.24 | 81.82 | 64.08 |
| All Grades | 4.90 | 5.05 | 5.76 | 32.87 | 30.69 | 40.34 | 62.24 | 64.26 | 53.90 |

Conclusions based on this data:

Math: From 2014-2015 the percentage of students who were not meeting standards decrease from 62.7 to 55 a 7.7% decrease. In the last couple of years, 2017-2018 to 2018-2019 went from 61.7% to 55.3 % with a 6.4 %, decrease in students not meeting standards. The percentage of students that were not meeting or nearly meeting standards in the last five years went from 91.3% to 85%, with a decrease of 6% in the last couple of years. The number of students meeting or exceeding standards from 2014-2015 to 2018-2019 went from 8.7% to 14.7%, an increase of 6.0% an increase of 4.4% in the last couple of years. The data above is from the school year 18-19, the conclusion remains the same due to COVID19 school closure.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1411.8 | | 1420.0 | | 1392.5 | | 131 |
| Grade 1 | | 1451.5 | | 1442.1 | | 1460.4 | | 86 |
| Grade 2 | | 1501.5 | | 1493.4 | | 1509.2 | | 79 |
| Grade 3 | | 1483.1 | | 1478.7 | | 1487.0 | | 50 |
| Grade 4 | | 1502.9 | | 1487.6 | | 1517.8 | | 56 |
| Grade 5 | | 1519.4 | | 1515.5 | | 1522.7 | | 41 |
| All Grades | | | | | | | | 443 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 6.11 | | 35.11 | | 45.04 | | 13.74 | | 131 |
| 1 | | 10.47 | | 29.07 | | 48.84 | | 11.63 | | 86 |
| 2 | | 18.99 | | 63.29 | | 15.19 | | 2.53 | | 79 |
| 3 | | 8.00 | | 34.00 | | 42.00 | | 16.00 | | 50 |
| 4 | | 8.93 | | 44.64 | | 44.64 | | 1.79 | | 56 |
| 5 | | 12.20 | | 41.46 | | 36.59 | | 9.76 | | 41 |
| All Grades | | 10.38 | | 40.63 | | 39.28 | | 9.71 | | 443 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 10.69 | | 34.35 | | 39.69 | | 15.27 | | 131 |
| 1 | | 9.30 | | 25.58 | | 47.67 | | 17.44 | | 86 |
| 2 | | 30.38 | | 58.23 | | 8.86 | | 2.53 | | 79 |
| 3 | | 28.00 | | 22.00 | | 26.00 | | 24.00 | | 50 |
| 4 | | 19.64 | | 51.79 | | 21.43 | | 7.14 | | 56 |
| 5 | | 41.46 | | 34.15 | | 14.63 | | 9.76 | | 41 |
| All Grades | | 19.86 | | 37.70 | | 29.57 | | 12.87 | | 443 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 5.34 | | 28.24 | | 51.15 | | 15.27 | | 131 |
| 1 | | 12.79 | | 26.74 | | 43.02 | | 17.44 | | 86 |
| 2 | | 20.25 | | 48.10 | | 22.78 | | 8.86 | | 79 |
| 3 | | 4.00 | | 22.00 | | 52.00 | | 22.00 | | 50 |
| 4 | | 7.14 | | 30.36 | | 46.43 | | 16.07 | | 56 |
| 5 | | 0.00 | | 14.63 | | 73.17 | | 12.20 | | 41 |
| All Grades | | 9.03 | | 29.80 | | 46.05 | | 15.12 | | 443 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 8.40 | | 79.39 | | 12.21 | | 131 | |
| 1 | | 22.09 | | 69.77 | | 8.14 | | 86 | |
| 2 | | 34.18 | | 64.56 | | 1.27 | | 79 | |
| 3 | | 20.00 | | 58.00 | | 22.00 | | 50 | |
| 4 | | 21.43 | | 67.86 | | 10.71 | | 56 | |
| 5 | | 17.07 | | 75.61 | | 7.32 | | 41 | |
| All | | 19.41 | | 70.65 | | 9.93 | | 443 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 12.98 | | 66.41 | | 20.61 | | 131 | |
| 1 | | 3.49 | | 69.77 | | 26.74 | | 86 | |
| 2 | | 27.85 | | 69.62 | | 2.53 | | 79 | |
| 3 | | 30.00 | | 44.00 | | 26.00 | | 50 | |
| 4 | | 30.36 | | 57.14 | | 12.50 | | 56 | |
| 5 | | 51.22 | | 36.59 | | 12.20 | | 41 | |
| All Grades | | 21.44 | | 61.17 | | 17.38 | | 443 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 2.29 | | 85.50 | | 12.21 | | 131 |
| 1 | | 24.42 | | 50.00 | | 25.58 | | 86 |
| 2 | | 17.72 | | 74.68 | | 7.59 | | 79 |
| 3 | | 4.00 | | 48.00 | | 48.00 | | 50 |
| 4 | | 5.36 | | 64.29 | | 30.36 | | 56 |
| 5 | | 4.88 | | 80.49 | | 14.63 | | 41 |
| All Grades | | 10.16 | | 69.30 | | 20.54 | | 443 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 35.88 | | 42.75 | | 21.37 | | 131 |
| 1 | | 11.63 | | 75.58 | | 12.79 | | 86 |
| 2 | | 17.72 | | 75.95 | | 6.33 | | 79 |
| 3 | | 8.00 | | 80.00 | | 12.00 | | 50 |
| 4 | | 19.64 | | 76.79 | | 3.57 | | 56 |
| 5 | | 9.76 | | 78.05 | | 12.20 | | 41 |
| All Grades | | 20.32 | | 66.82 | | 12.87 | | 443 |

Conclusions based on this data:

The 2018-19 preliminary CAASPP data for students assessed for English Language Learners on the CAASPP show an increase of student meeting or exceeding the standards. However, there is a clear indication that the other students require support in Reading and Writing Domains. The data above is from the school year 18-19, the conclusion remains the same due to COVID19 school closure.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 606 | 93.6 | 85.1 | 0.2 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 516 | 85.1 |
| Foster Youth | 1 | 0.2 |
| Homeless | 30 | 5.0 |
| Socioeconomically Disadvantaged | 567 | 93.6 |
| Students with Disabilities | 45 | 7.4 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| Hispanic | 602 | 99.3 |
| White | 4 | 0.7 |





Conclusions based on this data:

The data provided indicates Socially disadvantaged, English Learners and Hispanic students as significant subgroups. The language most represented is Spanish. Though the numbers are not significantly high in comparison to their other subgroups, our site Homeless and Foster Youth continue to increase. One of the goals for the site is to ensure that all students regardless of demographic receive rigorous instruction and opportunities for intervention and enrichment. According to current data, Ramona's current population is 99.3 Hispanic or Latino and 0.7% White. The only two races represented.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| <p data-bbox="186 424 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p> | <p data-bbox="673 424 950 457">Chronic Absenteeism</p>  <p data-bbox="769 506 847 533">Orange</p> | <p data-bbox="1177 424 1396 457">Suspension Rate</p>  <p data-bbox="1263 506 1318 533">Blue</p> |
| <p data-bbox="251 623 414 657">Mathematics</p>  <p data-bbox="293 705 371 732">Yellow</p> | | |

Conclusions based on this data:

Ramona experienced increases academically in language arts and mathematics overall. Although the overall increases can be considered significant over the last couple of years,, much work needs to be done to address achievement overall.

The data above is from the school year 18-19, the conclusion remains the same due to COVID19 school closure.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  Yellow 61.1 points below standard Increased ++7.6 points 289 | <p>English Learners</p>  Yellow 62 points below standard Increased ++8.2 points 274 | <p>Foster Youth</p>  No Performance Color 0 Students |
| <p>Homeless</p>  No Performance Color 45.5 points below standard Increased Significantly ++41.7 points 16 | <p>Socioeconomically Disadvantaged</p>  Yellow 60.7 points below standard Increased ++8.4 points 284 | <p>Students with Disabilities</p>  No Performance Color 149.1 points below standard Declined -10 points 31 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 61.1 points below standard Increased ++7.8 points 288 |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 107.9 points below standard Declined -6 points 143 | 11.9 points below standard Declined -5.5 points 131 | 44.7 points below standard Maintained ++2.7 points 15 |

Conclusions based on this data:

The preliminary data for 2018-19 indicates all students increased this past year along with English Learners and students who are Socioeconomically Disadvantaged. However, Students identified as Students with Disabilities rated as declining. Since the Hispanic subgroup is the largest represented on-site, the scores reflect most of them as not meeting or exceeding the standards. The other groups have less than ten students and they are not reported on the Dashboard. Ramona's current population is 99.5% Hispanic/Latino with 0.5% white. The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closures.

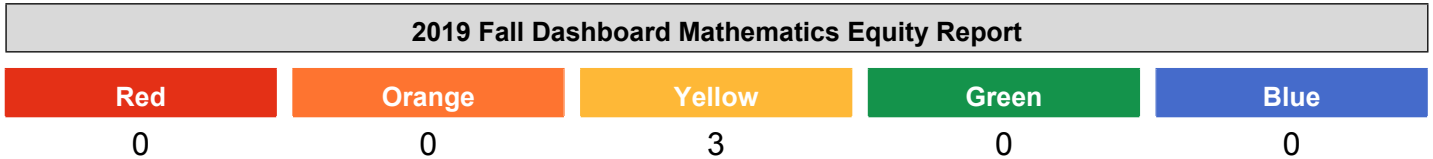
School and Student Performance Data

Academic Performance Mathematics






The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  Yellow 75.7 points below standard Increased ++14.2 points 289 | <p>English Learners</p>  Yellow 75 points below standard Increased Significantly ++16 points 274 | <p>Foster Youth</p> |
| <p>Homeless</p>  No Performance Color 77.3 points below standard Increased Significantly ++15.3 points 16 | <p>Socioeconomically Disadvantaged</p>  Yellow 76.1 points below standard Increased ++14.1 points 284 | <p>Students with Disabilities</p>  No Performance Color 161.7 points below standard Declined -7.6 points 31 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|-------------------|------------------|--|
| Hispanic  Yellow 75.9 points below standard Increased ++13.7 points 288 | Two or More Races | Pacific Islander | White  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|---|
| 101.5 points below standard Increased ++6.1 points 143 | 46 points below standard Increased ++11.5 points 131 | 89.3 points below standard Declined -14.3 points 15 |

Conclusions based on this data:

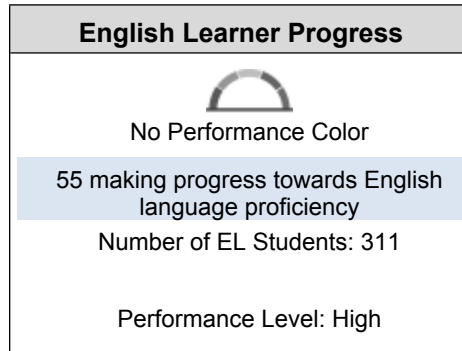
In Mathematics the overall performance decreased by 8.5 points. Math for English Learners declined 3.8 points, Socioeconomically disadvantage declined by 8.2 points Students with disabilities declined by 5.1 points and Hispanic Population declined with 8.1 points. For EL Reclassified students they declined by 8.9 points, English language Learners maintained with -.4.0 points, for English only there was a significantly decline of 54.2 points. The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closures.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 15.7 | 29.2 | 2.5 | 52.4 |

Conclusions based on this data:

Based on 2018 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Ramona Elementary classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) to increase English Learners' language proficiency skills throughout the instructional day. 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. 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 more figurative language proficiencies and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers to enable English Learners to access grade-level subject matter.

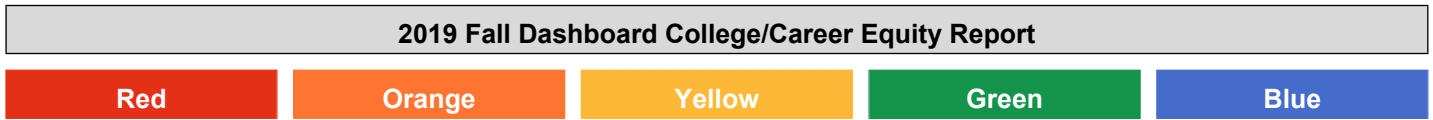
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

NA

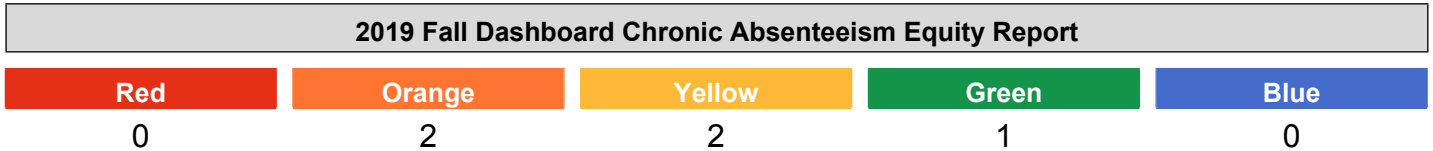
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|--|--|---|
| <p>All Students</p>  <p>Orange</p> <p>6.2</p> <p>Increased +1.1</p> <p>628</p> | <p>English Learners</p>  <p>Orange</p> <p>5.4</p> <p>Increased +1.3</p> <p>534</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>3</p> |
| <p>Homeless</p>  <p>Yellow</p> <p>12.5</p> <p>Declined -3.3</p> <p>40</p> | <p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>5.5</p> <p>Maintained +0.3</p> <p>603</p> | <p>Students with Disabilities</p>  <p>Green</p> <p>5.2</p> <p>Declined -2</p> <p>58</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 6.1 Increased +0.9 623 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |

Conclusions based on this data:

Based on 2018 Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ramona Elementary will continue to build on its success addressing students' and family's challenges to attend school daily. Ramona staff, which includes the Outreach Coordinator, the School Counselor, Attendance Tech, and Principal, will continue to meet regularly to monitor student attendance and identify students at-risk of being identified as chronically absent. And develop and implement appropriate and meaningful supports, services, and incentives to increase students' attendance. School staff will support families and recommend and 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.

The data above is from 2018-19, and the conclusions remain unchanged due to the COVID-19 school closures.

School and Student Performance Data

Academic Engagement Graduation Rate

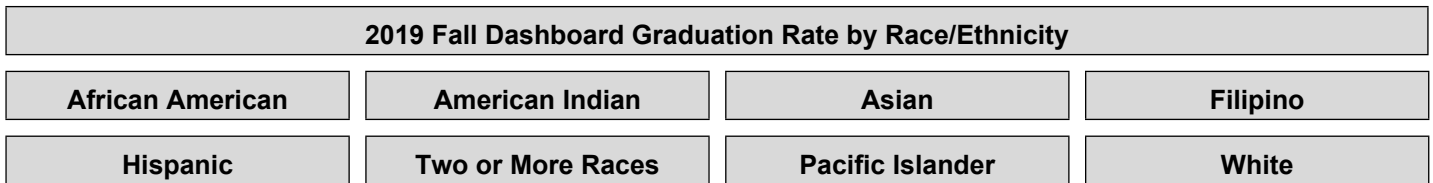
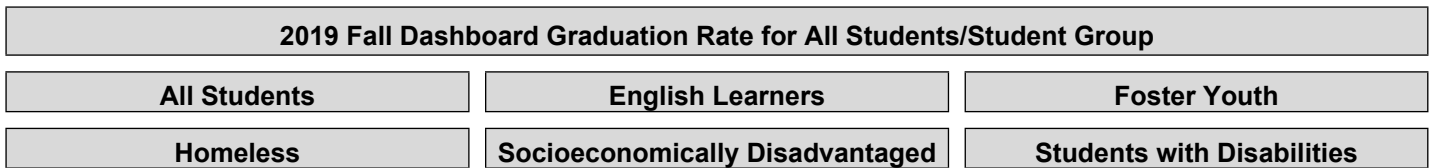
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

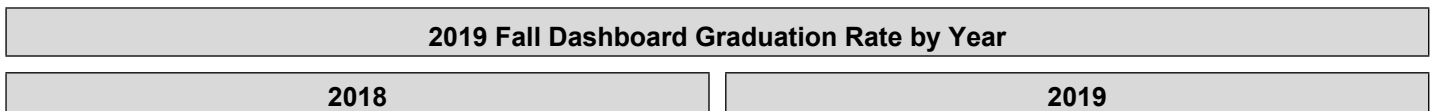
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

Not Applicable

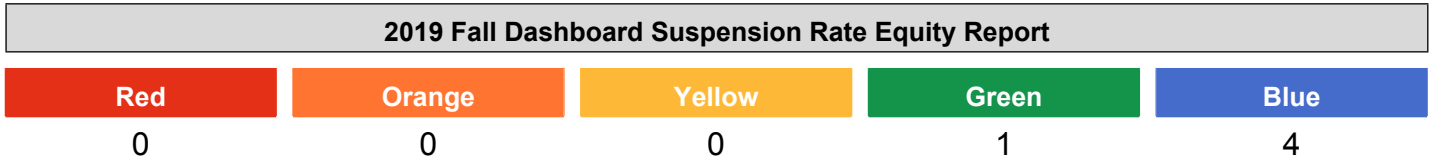
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:





This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  Blue 0.2 Declined -0.8 638 | <p>English Learners</p>  Blue 0.2 Maintained -0.2 542 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 3 |
| <p>Homeless</p>  Blue 0 Maintained 0 40 | <p>Socioeconomically Disadvantaged</p>  Blue 0.2 Declined -0.8 612 | <p>Students with Disabilities</p>  Green 1.7 Declined -0.5 58 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
| <p align="center">Hispanic</p>  <p align="center">Blue</p> <p align="center">0.2</p> <p align="center">Declined -0.8</p> <p align="center">632</p> | <p align="center">Two or More Races</p> | <p align="center">Pacific Islander</p> | <p align="center">White</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data</p> <p align="center">6</p> |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.9 | 0.2 |

Conclusions based on this data:

Based on 2018 and data from 2019 Q database Dashboard Suspension Rate data for all students, including English Learner, Socioeconomically Disadvantaged students, Students with Disabilities and Significant subgroups, Ramona Elementary will continue its success in addressing students' behavioral needs by implementing a progressive discipline policy to minimize the need for student suspension. Classroom teachers will closely monitor and document student behavior throughout the instructional day and across various contexts, including the classroom, playground, cafeteria, hallways, bathrooms, ingress, and egress. Classroom teachers will continue to maintain open communication lines with parents to inform parents of behaviors that negatively impact the school's safe, positive learning environment. Minor infractions will be documented using a student behavior monitoring log. Major offenses will result in an office discipline referral, followed by a visit to the school administrator. Consequences for student misbehavior will align with the severity of the infraction, the infraction context, the historical background of the student, and the students' social/emotional/academic/intellectual needs. In most cases, restorative practices will be made available to address the infraction's social/emotional harm caused or created. The discipline process will emphasize student accountability, self-reflection, and problem-solving to redirect student behavior and build positive outcomes with peers.

The data above is from 2018-19, and the conclusions remain unchanged due to the COVID-19 school closures.

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 academic standards 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 | 2018-19 CAASPP Data (All Students): 27.0 % Met/Exceeded 24.7% Nearly Met 48.3% Not Met The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closures. | 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. 2020-2021 CAASPP Expected Outcomes (All Students): 37.0% Met/Exceeded 24.7% Nearly Met 38.3% Not Met The data above is from 2018-19, and the conclusions remain unchanged due to the COVID-19 school closures. |
| CAASPP Math Data | 2018-19 CAASPP Data (All Students): 14.7% Met/Exceeded 30.0% Nearly Met 55.0% Not Met | 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. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| | <p>The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closures.</p> | <p>2020-2021 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.</p> |
| STAR 360 Reading | <p>The Percentage of students at or above on the district benchmark on the Fall Star360 Reading test Assessment</p> <ul style="list-style-type: none"> • Early Literacy Spanish 54% • Early Literacy English 54% • 1st Grade Early Literacy Sp 39% • 1st Grade Early Literacy En 16% • 2nd Grade Star360 Reading 30% • 2nd Grade STAR360 Sp 58% • 3rd Grade Star360 Reading 18% • 4th Grade Star360 Reading 7% • 5th Grade Star360 Reading 11% <p>Note: Testing was done remotely and the validity and fidelity of test could not be verify. Environmental factor could also affect testing.</p> | <p>Students will Demonstrate growth by moving at least one or two levels across the different bands on Star360. The Percentage of students who will score at or above will increase by at least 10%</p> <ul style="list-style-type: none"> • Early Literacy Spanish 64% • Early Literacy English 64% • 1st Grade Early Literacy Sp 49% • 1st Grade Early Literacy En 26% • 2nd Grade Star360 Reading 40% • 2nd Grade STAR360 Sp 68% • 3rd Grade Star360 Reading 28% • 4th Grade Star360 Reading 17% • 5th Grade Star360 Reading 21% |
| STAR 360 Math | <p>The Percentage of students at or above on the District benchmark on the Fall Star360 Reading test Assessment</p> <ul style="list-style-type: none"> • 1st Grade Star360 Math 56% • 2nd Grade Star360 Math 42% • 3rd Grade Star360 Math 45% | <p>Students will Demonstrate growth by moving at least one or two levels across the different bands on Star360. The Percentage of students who will score at or above will increase by at least 10%</p> <ul style="list-style-type: none"> • 1st Grade Star360 Math 66% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------|--|---|
| | <ul style="list-style-type: none"> • 4th Grade Star360 Math 25% • 5th Grade Star360 Math 25% <p>Note: Testing was done remotely and the validity and fidelity of test could not be verified. Environmental factor could also affect testing.</p> | <ul style="list-style-type: none"> • 2nd Grade Star360 Math 52% • 3rd Grade Star360 Math 55% • 4th Grade Star360 Math 35% • 5th Grade Star360 Math 35% |
| English Language Learners | <p>Based on 2019 ELPAC data:</p> <p>113 students 14% of all students scored at Level 1 (Beginning Stage)</p> <p>159 Students 35% of students scored at Level 2 (Somewhat Developed)</p> <p>149 Students 35% of students scored at Level 3 (Moderately Developed)</p> <p>74 Students 17% of students scored at Level 4 (Well Developed)</p> | <p>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.</p> |
| ST-Math | <p>Syllabus Progress during the 2019-2020 School year</p> <p>School Average 54%</p> | <p>ST Math is a supplemental grade level math which reviews and reinforces grade-level standards and first instruction. The goal will be for Ramona school to be able to cover 60% of grade-level curriculum according to ST Math Data</p> |
| Writing | <p>2020-21 Will serve as baseline data</p> | <p>2020-2021 Expected Outcomes for Grades K-5:</p> <p>20% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Fall Writing benchmark assessment.</p> <p>25% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Winter Writing benchmark assessment.</p> <p>30% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Spring</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------------|---|---|
| | | Writing benchmark assessment. |
| Lexia CORE 5 Language Arts | <p>Lexia CORE5 results for the 2019-2020 School year;</p> <p>Fall: Reached End of the Year Benchmark: <1 On grade level: 26% One Grade Level below 34% Two or more Grades Below 40%</p> <p>Spring: Reached End of the Year Benchmark: 13% On grade level: 33% One Grade Level below 33% Two or more Grades Below 21%</p> | <p>The goal for the 2020-2021 school year is to have students meet usage and to have 50% of the students at student grade level or above.</p> <p>LexiaCore5 Was affected by School closure due to COVID19 Pandemic</p> |
| Accelerated Reader | <p>2019-2020 Number of students who met their comprehension and point goal</p> <p>1st grade 1st Trimester 0.0 2nd Trimester 7 3rd Trimester 27</p> <p>2nd Grade 1st Trimester 26 2nd Trimester 26 3rd Trimester 39</p> <p>3rd Grade 1st Trimester 20 2nd Trimester 44 3rd Trimester 44</p> <p>4th Grade 1st Trimester 68 2nd Trimester 83</p> | <p>Increase the number of students Meeting their Accelerated Readers Goal (1st grade doesn't start AR until Second Trimester)</p> <p>1st grade 1st Trimester 0.0 2nd Trimester 12 3rd Trimester 32</p> <p>2nd Grade 1st Trimester 31 2nd Trimester 31 3rd Trimester 44</p> <p>3rd Grade 1st Trimester 25 2nd Trimester 19 3rd Trimester 44</p> <p>4th Grade</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|---|
| | 3rd Trimester 78 5th Grade 1st Trimester 17 2nd Trimester 70 3rd Trimester 65 | 1st Trimester 72 2nd Trimester 88 3rd Trimester 82 5th Grade 1st Trimester 22 2nd Trimester 75 3rd Trimester 70 |

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 District adopted curriculum McGraw-Hill Wonders and Maravillas and My Math Programs. |
| 2425 | Title I 5000-5999: Services And Other Operating Expenditures Professional Development |
| 20226 | Discretionary 4000-4999: Books And Supplies Materials and supplies |
| 10334 | Discretionary |

4000-4999: Books And Supplies
Warehouse charges

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 at least four times per year. The STAR 360 Spanish Literacy will be given to those students in the Kindergarten to second-grade Transitional Bilingual Education (TBE) Program and 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)

7370.10

Source(s)

District Funded
4000-4999: Books And Supplies
Materials and Supplies (Headphones/iPad
Stands/privacy dividers)

3000

Title I
1000-1999: Certificated Personnel Salaries
Certificated extra pay (support during CAASPP
testing)

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 - Targeted 1000-1999: Certificated Personnel Salaries Grade Level Collaboration |

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.

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

Math, Science, and Technology site 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 - Targeted 2000-2999: Classified Personnel Salaries Classified salary: IT Tech |
| 737 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries 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

Implementation of Transitional Bilingual Education in 3rd grade following the district's EL 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 to reinforce early literacy

Instructional Support Teacher, ISP to support with Reading intervention to mitigate the loss of learning during COVID19 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)

| | |
|-------|---|
| | District Funded |
| | DLI Professional Development |
| 1956 | Title III 4000-4999: Books And Supplies Books and other materials |
| | District Funded |
| | Instructional Support Teacher |
| 14080 | LCFF - Intervention 2000-2999: Classified Personnel Salaries Paraprofessional Support for Transitional Kinder, Kinder and parent contact |

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

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. Classroom instruction to include SIOP strategies and written content and language objectives.

Teachers will work with the EL department to support classroom ELD instruction.

Reclassification Assembly will be held to recognize individual student's 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 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 grade level and at staff development opportunities, teachers will focus on creating and implementing CCSS units to address grade-level STREAM strands, such as the unit for Astronomy where students will be studying the history and physics of space flight. learn basic forces involved such trust, gravity and friction and how they can affect the rocket's flight. They will be challenged to build a rocket that will fly as straight and high as possible. they will launch their rocket and record data to prove their hypothesis.

In addition, provide structure that will support teachers in the development and implementation of the Dual Immersion Units: Unpack, collect resources, review formative and summative assessments, develop best practices, coach and continue supporting the implementation the Dual Immersion Vision.

Students will be able to showcase their projects and findings to peers, parents and community members during STREAM nights

Provide opportunities for teachers to attend STREAM Professional Learning Development through the District, VCOE, and other organizations, such as the Symposium through CSUCI University.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 |
| 6000 | LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies |
| 2000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries STREAM project support before and afterschool |

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 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. Although Maker Space is not available during Distance learning, it will be available once we are in hybrid.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 and Supplies (Makerspace) |
| 1000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated |

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

Site Canvas Liaison and District IT collaborate in order to address the needs of teachers 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) |
|-----------|---|
| 1000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated |
| | Centralized Services |
| | EL TOSA |
| | Centralized Services Certificated salary: Canvas Liaison |

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

Students will take field trips related to the focus STREAM strands (i.e. Science Center, Agricultural Museum, Pumpkin Patch, Santa Barbara Zoo, and Universities). Virtual field trips will be explored as a possibility during distance learning. 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) |
|-----------|--|
| 7200 | LCFF - Targeted 5700-5799: Transfers Of Direct Costs Admission fees Transportation (as permitted per OSD COVID19 Safety Guidelines) |

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 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)

1000

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
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

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)

5000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Academic Incentives for AR

District Funded

| | |
|------|--|
| | Renaissance STAR360-AR contract |
| | District Funded |
| | MyOn contract |
| 4784 | Title III 5800: Professional/Consulting Services And Operating Expenditures NewsELA |

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

Library Media Technician to support students bi-Literacy by creating a supportive environment which 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 |
| 1709.5 | Title III 4000-4999: Books And Supplies Books, 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.

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 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

Canvas Liaison will support and assist classroom teachers with the implementation of technology as a learning tool. Canvas Liaison will develop activities that support technology integration into various curriculum areas and provide training to teachers in the use of 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)

District Funded

Tech Mentor

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.

All Students

Strategy/Activity

Apps and subscription to support first instruction and support, accelerate and solidify student learning and mastery of CCSS.

LEXIA Core5 Reading-Foundational reading skills specifically written to support CCSS, which targets intervention and acceleration in an individualized learning program.

ST-Math is engaging, visual, personalized, and creative, where students connect and innovate.

Through ST-Math, students will develop a Growth Mindset, which is critical to developing perseverance and crucial when facing difficult situations that require persistence. ST- Math is a research-proven math program for students to accelerate and solidify learning using technology. NEWSLA-Teachers can customize Newsela assignments with Class Instructions, Annotations, and Writing Prompts at the student reading level, and assign quizzes. Students can annotate and submit writing responses.

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.

MyAccess: MYAccess!® is the K12 application of Intellimetric®. MY Access!® provides immediate scoring, adaptive feedback, and revision directives. Continuously captures and analyzes formative and summative assessment data, providing school/district leadership a real-time status report re: student literacy (to be piloted on the 2020-2021 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) |
|-----------|--|
| | District Funded LEXIA CORE5 |
| 270 | Title III 5800: Professional/Consulting Services And Operating Expenditures STAR Fall |
| | District Funded ST-Math |
| 4550.50 | Title III 5800: Professional/Consulting Services And Operating Expenditures Brain POP, BrainpoJr, BrainPOP Español |
| 5826.00 | Title III |

5000-5999: Services And Other Operating Expenditures
MyAccess; Vantage Learning

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 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 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

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)

Discretionary
5000-5999: Services And Other Operating Expenditures
Site Duplo Machine

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

Intervention Service Provider (ISP) will provide the necessary 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: ISP Teacher

29256

Title I

1000-1999: Certificated Personnel Salaries

Certificated Salary: ISP Teacher

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.

All Students

Strategy/Activity

Students will have opportunities to access technology for intervention or enrichment through the WiFi Homework/Project Club which supports students who do not have access to Wi-Fi before and afterschool.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 - Intervention 2000-2999: Classified Personnel Salaries Certificated extra pay |
| 1500 | LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified extra pay |

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

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 - Targeted 5000-5999: Services And Other Operating Expenditures Professional development, Conference fees and expenses |
| 1000 | Discretionary 5000-5999: Services And Other Operating Expenditures Professional development, Conference fees and expenses |

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

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 needs of at-risk students and support needed. Regular IEP meeting will be held to support students with IEPs and 504s in order to continue to 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)

4000

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Teacher Substitutes

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

Use data to target specific educational needs of ELLs 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)

3969

Source(s)

Title III
1000-1999: Certificated Personnel Salaries
Certificated extra pay

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)

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

Decrease the number of at-risk LTEL students by analyzing data and targeting students not meeting adequate progress and developing an LAT 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)

| | |
|------|--|
| 7000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated extra pay/tutoring |
| 1000 | LCFF - Intervention 4000-4999: Books And Supplies Materials 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.

All Students

Strategy/Activity

Hold DataTeam Meetings with LAT for at-risk LTELs and provide services as needed. Provide opportunities for teachers to build capacity in the areas of instructing ELLs 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)

1000

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Professional Development

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

The After School Program, ASP will be offered to students in grades 1st through 5th and will 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 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

A Teacher Liason will be designated for the ASP program to coordinate communication with ASP coordinator and support school needs by organizing the curriculum, providing modeling, 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)

3200

ASES

1000-1999: Certificated Personnel Salaries
Teacher ASP Liaison

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 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 - Targeted
5000-5999: Services And Other Operating
Expenditures
Travel and Conference

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

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 - Targeted
1000-1999: Certificated Personnel Salaries
Certificated extra pay

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

Teacher Liaison will meet monthly with ASES administrator and other school staff as needed to coordinate regular school day 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

Certificated salary: ASP Teacher Liaison

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.

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

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)

450

Source(s)

Discretionary
2000-2999: Classified Personnel Salaries
Classified extra pay

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.

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.

LCFF - Targeted

Materials and Supplies

Strategy/Activity 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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 2020-2021 school year, Ramona School will continue to emphasize the Power of Collective Efficacy. Students will be encouraged and supported to meet their Accelerated Reader Goals, Lexia Core5, ST Math trimester goals. Teachers will monitor students, individualize and personalized plans for each student and provide support and feedback.

Teachers will also concentrate on building students' writing ability across all core content areas to promote critical thinking and better equip students with the skills required to meet state-wide summative assessments' expectations.

Professional Learning Community will collaborate after each assessment 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. Based on outcomes, teachers will identify key learning targets within the Common Core State Standards to target and modify 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.

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 2019-2020 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 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 | 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 2020-2021 rate Will continue to use the same base data due to COVID19 Pandemic School Closure. |
| California Healthy Kids Survey | School Connectedness, 2019-70% | Increase school Connectedness to or above 75% as measured by the 5th grade School Climate and Student Well-Being Survey Will continue to use the same base data due to COVID19 Pandemic School Closure. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|-----------------------------------|--|
| California Healthy Kids Survey | Caring Adults in School 2019-70% | Increase school Caring Adults in School to or above 80% as measured by the 5th grade School Climate and Student Well-Being Survey (Panorama) Will continue to use the same base data due to COVID19 Pandemic School Closure. |
| California Healthy Kids Survey | Meaningful Participation 2019-42% | Increase school Meaningful Participation to or above 55% as measured by the 5th grade School Climate and Student Well-Being Survey Will continue to use the same base data due to COVID19 Pandemic School Closure. |

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)

100

Source(s)

Discretionary
4000-4999: Books And Supplies
Materials and supplies, Walkies-Talkies/Batteries/Safety Supplies; School Safety

840

Discretionary
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)

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)

3044

Title I
2000-2999: Classified Personnel Salaries
Campus Assistants to increase supervision and safety

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)

1500

Source(s)

LCFF - Targeted
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 student's 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 - Targeted 4000-4999: Books And Supplies Materials and Supplies (Posters, Books and other Supplies) |
| 1500 | LCFF - Targeted 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.

Ramona Elementary is part of Cohort C for 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 |
| | 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 |
| 1000 | 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) to maintain 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 Safe and Civil school 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) |
|-----------|---|
| | 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) |
|-----------|--|
| | District Funded Outreach Consultant |
| | District Funded Counselor |
| | 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) | Source(s) |
|-----------|--|
| 500 | LCFF - Targeted 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)

[Empty box for Amount(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)

[Empty box for Amount(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 to organize and lead student support groups such as the Student Leadership Team, and other groups which 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 California Healthy Kids Survey and the California Safe and Civil 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) |
|-----------|--|
| | TUPE Online Surveys through iPads |

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: 2019-20

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 family's challenges to attend school regularly. The attendance team will continue to 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 responding to 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.

Based on the analysis of the 2018-19 SPSA, chronic absenteeism and suspension rate data, the Ramona Elementary PBIS committee will analyze student discipline data 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.

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closures.

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 2019-2020 school year was 10 parents. | Increase average attendance 15 parents 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

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)

1000

Title III
2000-2999: Classified Personnel Salaries
Translation

2500

Title I
5700-5799: Transfers Of Direct Costs
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 |
| 500 | Title III 5700-5799: Transfers Of Direct Costs Refreshments |

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)

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)

Centralized Services

SST/IEP Team comprised of School Counselor, ORC, RSP Teacher, OT, SLP, and Admin.

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. Virtual during the pandemic following OSD safety 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 - Targeted 1000-1999: Certificated Personnel Salaries Certificated extra pay |
| 600 | LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified extra pay: babysitting |
| 200 | LCFF - Targeted 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)

1536

Source(s)

Title I
4000-4999: Books And Supplies
Materials and Supplies

1800

Discretionary
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)

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

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

Discretionary
2000-2999: Classified Personnel Salaries
Classified extra pay (Custodian)

300

Title I
4000-4999: Books And Supplies
Materials and Supplies (decorations)

300

Title I
4000-4999: Books And Supplies
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)

[Empty box for Amount(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)

Source(s)

1500

Discretionary
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)

[Empty box for Amount(s)]

No 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.

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: 2019-20

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 as well as to 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 2019-20 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 2018-19 SPSA, 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 dialect. 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. The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closures.

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 | \$98,864.00 |
| 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 | \$217,266.10 |

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 | \$56,611.00 |
| Title III | \$27,565.00 |

Subtotal of additional federal funds included for this school: \$84,176.00

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 (\$) |
|-------------------------|-------------|
| ASES | \$3,200.00 |
| Discretionary | \$37,700.00 |
| District Funded | \$7,370.10 |
| LCFF - Intervention | \$40,000.00 |
| LCFF - Targeted | \$42,320.00 |
| PTA/PTO | \$2,500.00 |

Subtotal of state or local funds included for this school: \$133,090.10

Total of federal, state, and/or local funds for this school: \$217,266.10

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 | 56,611.00 | 0.00 |
| Title III | 27,565 | 0.00 |
| LCFF - Targeted | 42320 | 0.00 |
| LCFF - Intervention | 40000 | 0.00 |
| Discretionary | 37,700.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| ASES | 3,200.00 |
| Discretionary | 37,700.00 |
| District Funded | 7,370.10 |
| LCFF - Intervention | 40,000.00 |
| LCFF - Targeted | 42,320.00 |
| PTA/PTO | 2,500.00 |
| Title I | 56,611.00 |
| Title III | 27,565.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|-----------------|-----------|
| 1000-1999: Certificated Personnel Salaries | ASES | 3,200.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 750.00 |
| 4000-4999: Books And Supplies | Discretionary | 33,960.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 2,990.00 |
| 4000-4999: Books And Supplies | District Funded | 7,370.10 |

| | | |
|---|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 13,000.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Intervention | 18,080.00 |
| 4000-4999: Books And Supplies | LCFF - Intervention | 7,920.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF - Intervention | 1,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 12,820.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 1,100.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 16,000.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 5,000.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF - Targeted | 7,400.00 |
| 5700-5799: Transfers Of Direct Costs | PTA/PTO | 2,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 45,006.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 3,544.00 |
| 4000-4999: Books And Supplies | Title I | 3,136.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 2,425.00 |
| 5700-5799: Transfers Of Direct Costs | Title I | 2,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 3,969.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 2,800.00 |
| 4000-4999: Books And Supplies | Title III | 4,865.50 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 5,826.00 |
| 5700-5799: Transfers Of Direct Costs | Title III | 500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Title III | 9,604.50 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 176,859.10 |
| Goal 2 | 14,484.00 |
| Goal 3 | 25,923.00 |

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 |
| Jeffrey Carranza | Other School Staff |
| Bridget Sims | Classroom Teacher |
| Martha Amezcua | Classroom Teacher |
| Maria Bassuk | Classroom Teacher |
| Jose Ortega | Parent or Community Member |
| Rodolfo Salvador | Parent or Community Member |
| Paola Morales | Parent or Community Member |
| Erika Andrade | Parent or Community Member |
| Simon Jijada Solano | 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 13, 2020.

Attested:

Principal, Dr. Andres Duran on Oct 13, 2020

SSC Chairperson, Martha Amezcua on Oct 13, 2020

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 13, 2020.

Attested:

| | |
|--|---|
|  | Principal, Dr. Andres Duran on Oct 13, 2020 |
|  | SSC Chairperson, Martha Amezcua on Oct 13, 2020 |

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: **2020-21**



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 |
|----------------------------------|-----------------------------------|--|---------------------------|
| Emilie Ritchen Elementary School | 56725386110738 | October 8, 2020 | November 4, 2020 |

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 2020-21 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.

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 (RTI2) 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 Asynchronous/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.

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) when we return to live instruction. Additionally Identified Gifted and Talented Education (GATE) students, as well as other targeted students, will be provided with academic enrichment through Robotics to meet their academic ability and extend their instructional programs. 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 and Transitional Kindergarten programs prepare 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. When we are live, 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. During our current situation of distance learning, every Monday, the Principal and Counselor create a video highlighting, praising and recognizing students and teachers that are choosing kindness towards themselves by demonstrating high levels of participation, engagement and or demonstrating academic excellence. Students that earn incentives and or awards are given a scheduled time to come by the school to pick up their incentives safely.

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. Our Back to School Night, Parent Nights focusing on Literacy, Math, and/or the Strand Focus, along with Trimester "Ritchen Coffee Talk" meetings, further support and foster parental engagement. During our current situation of distance learning video communication is being posted every week on our on school Dojo page and our school website.

We are also holding parent Q/A sessions over zoom that include the Counselor, ORC and the school Principal. 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 parental involvement, Emilie Ritchen Elementary 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 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 (asynchronous time during distance learning) 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 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. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site Principals function as instructional leaders.

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. Family nights focusing on Literacy, Math, and/or Science 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 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. During our current situation of Distance Learning, incentives purchased by the PTA are being provided to students that are being selected for choosing kindness for themselves by doing exceptional work and or being kind to others.

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 2020-21 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 2020-21 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 Ritche 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 Ritche Elementary School governance stakeholder groups were involved in the development of the School Plan for Student Achievement. School Site Council met on October 8th to analyze 2018-19 summative, 2019-20 formative and current 2020-21 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 emotion support and fostering a positive and safe school climate, and increasing parent and family engagement. Similarly, the English Language Advisory Committee met on October 12 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, Ritche 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.16% | 0.3% | 0% | 1 | 2 | 0 |
| African American | 1.75% | 1.8% | 1.68% | 11 | 11 | 10 |
| Asian | 0.95% | 1.5% | 1.68% | 6 | 9 | 10 |
| Filipino | 1.11% | 1.3% | 1.51% | 7 | 8 | 9 |
| Hispanic/Latino | 89.98% | 87.6% | 87.08% | 566 | 536 | 519 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 5.72% | 6.9% | 7.05% | 36 | 42 | 42 |
| Multiple/No Response | 0.3% | 0.7% | 1.01% | 2 | 4 | 0 |
| Total Enrollment | | | | 629 | 612 | 596 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 123 | 107 | 98 |
| Grade 1 | 121 | 105 | 92 |
| Grade 2 | 91 | 121 | 97 |
| Grade3 | 91 | 99 | 116 |
| Grade 4 | 91 | 91 | 96 |
| Grade 5 | 112 | 89 | 97 |
| Total Enrollment | 629 | 612 | 596 |

Conclusions based on this data:

From 2017 to 2019, there have been only two significant subgroups of students (30 or more students) at Ritche Elementary: 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 2017 and 2019, total enrollment has decreased by 33 students. It is important to note that this data reflects school enrollment from three (2017-18) and two (2018-19) years ago. Current Kinder through 5th grade enrollment for the 2020-21 school year is 564 not including Ritche Elementary's Preschool program. This reflects a further decrease of student enrollment since the 2017-18 school year. As a result, Ritche 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 274 | 249 | 207 | 43.6 | 40.7 | 34.7 |
| Fluent English Proficient (FEP) | 1 | 6 | 11 | 0.2 | 1.0 | 1.8 |
| Reclassified Fluent English Proficient (RFEP) | 32 | 26 | 43 | 5.1 | 4.2 | 16.9 |

Conclusions based on this data:

Based on analysis of English Learner enrollment at Ritchen Elementary for the 2019-20 school year, 34.7% of Ritchen Elementary's total student population were English Learners. An additional 16.9% of Ritchen Elementary total student population during the 2019-20 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 2019-20 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

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 89 | 90 | 101 | 88 | 89 | 99 | 88 | 88 | 99 | 98.9 | 98.9 | 98 |
| Grade 4 | 119 | 82 | 89 | 118 | 81 | 89 | 118 | 81 | 89 | 99.2 | 98.8 | 100 |
| Grade 5 | 105 | 112 | 91 | 104 | 112 | 89 | 104 | 112 | 89 | 99 | 100 | 97.8 |
| All Grades | 313 | 284 | 281 | 310 | 282 | 277 | 310 | 281 | 277 | 99 | 99.3 | 98.6 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2372. | 2377. | 2390. | 10.23 | 9.09 | 10.10 | 14.77 | 17.05 | 17.17 | 25.00 | 25.00 | 31.31 | 50.00 | 48.86 | 41.41 |
| Grade 4 | 2395. | 2425. | 2425. | 7.63 | 18.52 | 14.61 | 16.10 | 9.88 | 16.85 | 12.71 | 16.05 | 20.22 | 63.56 | 55.56 | 48.31 |
| Grade 5 | 2424. | 2439. | 2463. | 4.81 | 7.14 | 6.74 | 14.42 | 17.86 | 24.72 | 21.15 | 24.11 | 25.84 | 59.62 | 50.89 | 42.70 |
| All Grades | N/A | N/A | N/A | 7.42 | 11.03 | 10.47 | 15.16 | 15.30 | 19.49 | 19.03 | 22.06 | 25.99 | 58.39 | 51.60 | 44.04 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 13.64 | 9.09 | 13.13 | 29.55 | 44.32 | 44.44 | 56.82 | 46.59 | 42.42 |
| Grade 4 | 10.17 | 17.28 | 13.48 | 38.14 | 39.51 | 47.19 | 51.69 | 43.21 | 39.33 |
| Grade 5 | 7.69 | 8.04 | 14.61 | 34.62 | 41.07 | 40.45 | 57.69 | 50.89 | 44.94 |
| All Grades | 10.32 | 11.03 | 13.72 | 34.52 | 41.64 | 44.04 | 55.16 | 47.33 | 42.24 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 10.23 | 9.09 | 10.10 | 40.91 | 30.68 | 44.44 | 48.86 | 60.23 | 45.45 |
| Grade 4 | 7.63 | 16.05 | 8.99 | 38.14 | 38.27 | 56.18 | 54.24 | 45.68 | 34.83 |
| Grade 5 | 8.65 | 11.61 | 8.99 | 40.38 | 38.39 | 51.69 | 50.96 | 50.00 | 39.33 |
| All Grades | 8.71 | 12.10 | 9.39 | 39.68 | 35.94 | 50.54 | 51.61 | 51.96 | 40.07 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 11.36 | 10.23 | 13.13 | 57.95 | 63.64 | 62.63 | 30.68 | 26.14 | 24.24 |
| Grade 4 | 5.08 | 7.41 | 8.99 | 49.15 | 62.96 | 66.29 | 45.76 | 29.63 | 24.72 |
| Grade 5 | 8.65 | 4.46 | 7.87 | 51.92 | 53.57 | 62.92 | 39.42 | 41.96 | 29.21 |
| All Grades | 8.06 | 7.12 | 10.11 | 52.58 | 59.43 | 63.90 | 39.35 | 33.45 | 25.99 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 12.50 | 12.50 | 7.07 | 48.86 | 45.45 | 56.57 | 38.64 | 42.05 | 36.36 |
| Grade 4 | 7.63 | 12.35 | 10.11 | 41.53 | 49.38 | 48.31 | 50.85 | 38.27 | 41.57 |
| Grade 5 | 7.69 | 14.29 | 11.24 | 32.69 | 35.71 | 50.56 | 59.62 | 50.00 | 38.20 |
| All Grades | 9.03 | 13.17 | 9.39 | 40.65 | 42.70 | 51.99 | 50.32 | 44.13 | 38.63 |

Conclusions based on this data:

Based on analysis of CAASPP summative data for English Language Arts/Literacy, all students in grades 3-5 at Ritchen Elementary have demonstrated improved student achievement outcomes between 2017 and 2019, with the total number of students who met or exceeded standard increasing from 22.58% in the 2016-17 school year to 29.96% in the 2018-19 school year. Although the percentage of students who nearly met standard also increased from 19.03% in the 2016-17 school year to 25.99% in the 2018-19 school year, the percentage of students who did not meet standard decreased from 58.39% in the 2016-17 school year to 44.04% in the 2018-19 school year. Analysis of data from the four CAASPP Claim areas shows that all students in grades 3-5 at Ritchen Elementary showed greatest gains in the Claims of reading and listening between 2017 and 2019, with increases by 3.4 percentage points and 2.05 percentage points respectively. Overall, percentages of all students in grades 3-5 scoring below standard in all four Claims decreased between 2017 and 2019, with the greatest decrease occurring in the Listening Claim in which the percentage of students scoring below standard fell by 13.36 percentage points. Based on the small percentages of grades 3-5 students meeting or exceeding standards, Ritchen Elementary classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards; depths of knowledge levels throughout instructional activities to increase rigor within and across grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards. Teachers will also provide underperforming students Tier I level intervention, including intensive, small group instruction before, during, and after school in order to increase students' skills in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 89 | 90 | 101 | 88 | 90 | 99 | 88 | 90 | 99 | 98.9 | 100 | 98 |
| Grade 4 | 119 | 82 | 90 | 118 | 81 | 89 | 118 | 81 | 89 | 99.2 | 98.8 | 98.9 |
| Grade 5 | 105 | 112 | 91 | 104 | 112 | 89 | 104 | 112 | 89 | 99 | 100 | 97.8 |
| All Grades | 313 | 284 | 282 | 310 | 283 | 277 | 310 | 283 | 277 | 99 | 99.6 | 98.2 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2376. | 2392. | 2405. | 3.41 | 3.33 | 10.10 | 17.05 | 18.89 | 25.25 | 30.68 | 34.44 | 25.25 | 48.86 | 43.33 | 39.39 |
| Grade 4 | 2399. | 2425. | 2433. | 3.39 | 3.70 | 4.49 | 6.78 | 14.81 | 15.73 | 27.97 | 37.04 | 49.44 | 61.86 | 44.44 | 30.34 |
| Grade 5 | 2401. | 2417. | 2450. | 0.96 | 4.46 | 4.49 | 5.77 | 2.68 | 13.48 | 15.38 | 25.00 | 24.72 | 77.88 | 67.86 | 57.30 |
| All Grades | N/A | N/A | N/A | 2.58 | 3.89 | 6.50 | 9.35 | 11.31 | 18.41 | 24.52 | 31.45 | 32.85 | 63.55 | 53.36 | 42.24 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 9.09 | 13.33 | 14.14 | 27.27 | 34.44 | 41.41 | 63.64 | 52.22 | 44.44 |
| Grade 4 | 4.24 | 12.35 | 7.87 | 16.10 | 27.16 | 35.96 | 79.66 | 60.49 | 56.18 |
| Grade 5 | 0.96 | 5.36 | 6.74 | 13.46 | 15.18 | 26.97 | 85.58 | 79.46 | 66.29 |
| All Grades | 4.52 | 9.89 | 9.75 | 18.39 | 24.73 | 35.02 | 77.10 | 65.37 | 55.23 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 10.23 | 10.00 | 15.15 | 42.05 | 45.56 | 47.47 | 47.73 | 44.44 | 37.37 |
| Grade 4 | 5.08 | 9.88 | 8.99 | 26.27 | 43.21 | 42.70 | 68.64 | 46.91 | 48.31 |
| Grade 5 | 2.88 | 3.57 | 4.49 | 22.12 | 29.46 | 35.96 | 75.00 | 66.96 | 59.55 |
| All Grades | 5.81 | 7.42 | 9.75 | 29.35 | 38.52 | 42.24 | 64.84 | 54.06 | 48.01 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 7.95 | 6.67 | 14.14 | 50.00 | 52.22 | 52.53 | 42.05 | 41.11 | 33.33 |
| Grade 4 | 5.93 | 8.64 | 8.99 | 27.97 | 38.27 | 40.45 | 66.10 | 53.09 | 50.56 |
| Grade 5 | 0.96 | 1.79 | 4.49 | 24.04 | 40.18 | 46.07 | 75.00 | 58.04 | 49.44 |
| All Grades | 4.84 | 5.30 | 9.39 | 32.90 | 43.46 | 46.57 | 62.26 | 51.24 | 44.04 |

Conclusions based on this data:

Based on analysis of CAASPP summative data for Mathematics, all students in grades 3-5 at Ritche Elementary have demonstrated improved student achievement outcomes between 2017 and 2019, with the total number of students who met or exceeded standard increasing from 11.93% in the 2016-17 school year to 24.91% in the 2018-19 school year. Although the percentage of students who nearly met standard also increased from 24.52% in the 2016-17 school year to 32.85% in the 2018-19 school year, the percentage of students who did not meet standard decreased from 63.55% in the 2016-17 school year to 42.24% in the 2018-19 school year. Analysis of data from the three CAASPP Claim areas shows that all students in grades 3-5 at Ritche Elementary showed greatest gains in the Claims of Concepts and Communicating and Reasoning between 2017 and 2019, with increases by 5.23 percentage points and 4.55 percentage points respectively. Overall, percentages of all students in grades 3-5 scoring below standard in all three Claims decreased between 2017 and 2019, with the greatest decrease occurring in the Concepts and Procedures Claim in which the percentage of students scoring below standard fell by 21.87 percentage points. Based on the small percentages of grades 3-5 students meeting or exceeding standards, Ritche Elementary classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after school. Classroom teachers will also implement effective, evidence-based instructional strategies in order to provide all students clearly articulated learning goals based on Common Core State Standards; depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1411.6 | | 1419.5 | | 1393.0 | | 42 |
| Grade 1 | | 1459.0 | | 1457.3 | | 1460.2 | | 51 |
| Grade 2 | | 1462.2 | | 1460.7 | | 1463.2 | | 56 |
| Grade 3 | | 1460.5 | | 1446.5 | | 1474.1 | | 20 |
| Grade 4 | | 1502.5 | | 1487.4 | | 1517.4 | | 24 |
| Grade 5 | | 1494.7 | | 1481.7 | | 1507.1 | | 20 |
| All Grades | | | | | | | | 213 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 7.14 | | 26.19 | | 59.52 | | 7.14 | | 42 |
| 1 | | 17.65 | | 33.33 | | 33.33 | | 15.69 | | 51 |
| 2 | | 19.64 | | 39.29 | | 26.79 | | 14.29 | | 56 |
| 3 | | 0.00 | | 70.00 | | 10.00 | | 20.00 | | 20 |
| 4 | | 29.17 | | 54.17 | | 8.33 | | 8.33 | | 24 |
| 5 | | 15.00 | | 50.00 | | 25.00 | | 10.00 | | 20 |
| All Grades | | 15.49 | | 40.85 | | 30.99 | | 12.68 | | 213 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 9.52 | | 30.95 | | 50.00 | | 9.52 | | 42 |
| 1 | | 21.57 | | 31.37 | | 39.22 | | 7.84 | | 51 |
| 2 | | 28.57 | | 35.71 | | 23.21 | | 12.50 | | 56 |
| 3 | | 15.00 | | 45.00 | | 25.00 | | 15.00 | | 20 |
| 4 | | 50.00 | | 33.33 | | 8.33 | | 8.33 | | 24 |
| 5 | | 35.00 | | 30.00 | | 25.00 | | 10.00 | | 20 |
| All Grades | | 24.88 | | 33.80 | | 30.99 | | 10.33 | | 213 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 7.14 | | 14.29 | | 64.29 | | 14.29 | | 42 |
| 1 | | 17.65 | | 35.29 | | 25.49 | | 21.57 | | 51 |
| 2 | | 12.50 | | 32.14 | | 30.36 | | 25.00 | | 56 |
| 3 | | 0.00 | | 55.00 | | 20.00 | | 25.00 | | 20 |
| 4 | | 29.17 | | 33.33 | | 29.17 | | 8.33 | | 24 |
| 5 | | 5.00 | | 40.00 | | 45.00 | | 10.00 | | 20 |
| All Grades | | 12.68 | | 32.39 | | 36.15 | | 18.78 | | 213 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 4.76 | | 76.19 | | 19.05 | | 42 | |
| 1 | | 37.25 | | 56.86 | | 5.88 | | 51 | |
| 2 | | 35.71 | | 50.00 | | 14.29 | | 56 | |
| 3 | | 0.00 | | 70.00 | | 30.00 | | 20 | |
| 4 | | 20.83 | | 70.83 | | 8.33 | | 24 | |
| 5 | | 15.00 | | 75.00 | | 10.00 | | 20 | |
| All | | 23.00 | | 63.38 | | 13.62 | | 213 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 14.29 | | 61.90 | | 23.81 | | 42 | |
| 1 | | 13.73 | | 72.55 | | 13.73 | | 51 | |
| 2 | | 28.57 | | 55.36 | | 16.07 | | 56 | |
| 3 | | 25.00 | | 60.00 | | 15.00 | | 20 | |
| 4 | | 54.17 | | 37.50 | | 8.33 | | 24 | |
| 5 | | 40.00 | | 40.00 | | 20.00 | | 20 | |
| All Grades | | 25.82 | | 57.75 | | 16.43 | | 213 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 4.76 | | 83.33 | | 11.90 | | 42 |
| 1 | | 47.06 | | 27.45 | | 25.49 | | 51 |
| 2 | | 8.93 | | 67.86 | | 23.21 | | 56 |
| 3 | | 0.00 | | 65.00 | | 35.00 | | 20 |
| 4 | | 20.83 | | 66.67 | | 12.50 | | 24 |
| 5 | | 10.00 | | 80.00 | | 10.00 | | 20 |
| All Grades | | 17.84 | | 61.97 | | 20.19 | | 213 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 38.10 | | 40.48 | | 21.43 | | 42 |
| 1 | | 9.80 | | 74.51 | | 15.69 | | 51 |
| 2 | | 16.07 | | 64.29 | | 19.64 | | 56 |
| 3 | | 40.00 | | 45.00 | | 15.00 | | 20 |
| 4 | | 37.50 | | 54.17 | | 8.33 | | 24 |
| 5 | | 10.00 | | 80.00 | | 10.00 | | 20 |
| All Grades | | 23.00 | | 60.56 | | 16.43 | | 213 |

Conclusions based on this data:

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 612 | 65.2 | 40.7 | 0.5 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 249 | 40.7 |
| Foster Youth | 3 | 0.5 |
| Homeless | 15 | 2.5 |
| Socioeconomically Disadvantaged | 399 | 65.2 |
| Students with Disabilities | 76 | 12.4 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 11 | 1.8 |
| American Indian | 2 | 0.3 |
| Asian | 9 | 1.5 |
| Filipino | 8 | 1.3 |
| Hispanic | 536 | 87.6 |
| Two or More Races | 4 | 0.7 |
| White | 42 | 6.9 |





Conclusions based on this data:

Based on Dashboard Student Population data, there were a total of three significant subgroups at Ritchen Elementary during the 2018-19 school year: English Learners (40.7%), Socioeconomically Disadvantaged (65.2%), and Students with Disabilities (12.2%). In addition, there was one significant subgroup based on ethnicity during the 2018-19 school year: Hispanic (87.6%). Based on this data, Ritchen Elementary will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and summative student achievement data for ELs, Socioeconomically Disadvantaged, and Students with Disabilities subgroups in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention for students not meeting grade-level standards.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|--|--|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="784 506 836 533">Red</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Green</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p> | | |

Conclusions based on this data:

Based on 2018 Dashboard Overall Performance data for all students, Ritche Elementary will continue to focus on improving student achievement outcomes in the areas of English Language Arts and Mathematics. Since Overall Performance for all students within the Dashboard indicators of Chronic Absenteeism and Suspension Rate fell within the green range, Ritche Elementary will continue to monitor and address daily student tardies and absences, implement effective preventative programs and incentives to increase students' positive attendance, and address students' behavioral, social, and emotional needs in order to administer progressive and meaningful measures of corrective action, while minimizing the need for student suspension. Both College/Career and Graduation Rate Dashboard indicators were both not applicable to Ritche Elementary School in 2018.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  Yellow 42.3 points below standard Increased ++13.1 points 272 | <p>English Learners</p>  Yellow 50.2 points below standard Increased Significantly ++20.3 points 121 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 | <p>Socioeconomically Disadvantaged</p>  Yellow 54.5 points below standard Increased ++13 points 186 | <p>Students with Disabilities</p>  Orange 110.9 points below standard Increased ++4.1 points 44 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 45.2 points below standard Increased ++13.7 points 241 |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 21.6 points below standard Maintained ++1.1 points 21 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|---|
| 82.4 points below standard Increased Significantly ++22.1 points 58 | 20.5 points below standard Declined -7.6 points 63 | 36.1 points below standard Increased ++4.6 points 149 |

Conclusions based on this data:

Based on the small percentages of all grades 3-5 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. To increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

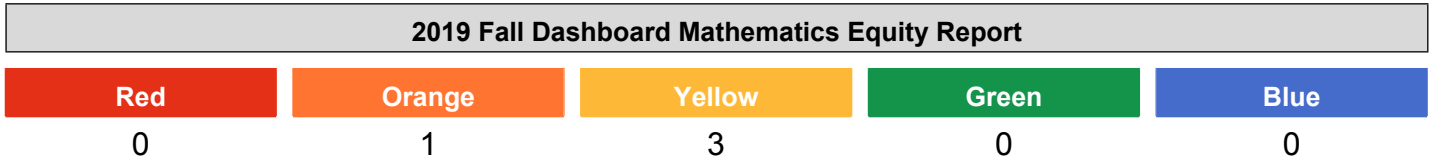
School and Student Performance Data

Academic Performance Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>Yellow</p> <p>52.1 points below standard</p> <p>Increased Significantly ++21.1 points 272</p> | <p>English Learners</p> <p>Yellow</p> <p>62.5 points below standard</p> <p>Increased Significantly ++22 points 121</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>2</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>61.1 points below standard</p> <p>Increased Significantly ++23.3 points 186</p> | <p>Students with Disabilities</p> <p>Orange</p> <p>115 points below standard</p> <p>Increased ++3.7 points</p> <p>44</p> |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 55.5 points below standard Increased Significantly ++22 points 241 | | |  No Performance Color 33.4 points below standard Increased ++3.7 points 21 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 88.1 points below standard Increased Significantly ++15.1 points 58 | 39 points below standard Increased ++14.1 points 63 | 44.6 points below standard Increased Significantly ++17.6 points 149 |

Conclusions based on this data:

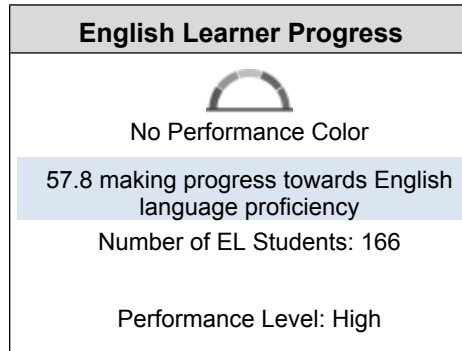
Based on the small percentages of all grades 3-5 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchen Elementary classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after school. To increase student achievement for English Learners, teachers will provide opportunities for student collaboration and peer modeling to build English Learners' oral and written language skills and academic vocabulary in the area of Mathematics. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; and promote high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 13.8 | 28.3 | 3.6 | 54.2 |

Conclusions based on this data:

Based on 2019 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Ritchen Elementary classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. 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. 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.

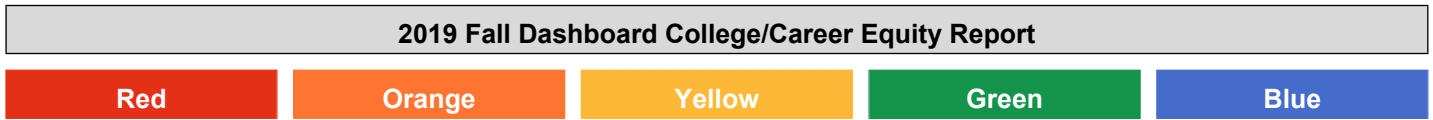
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

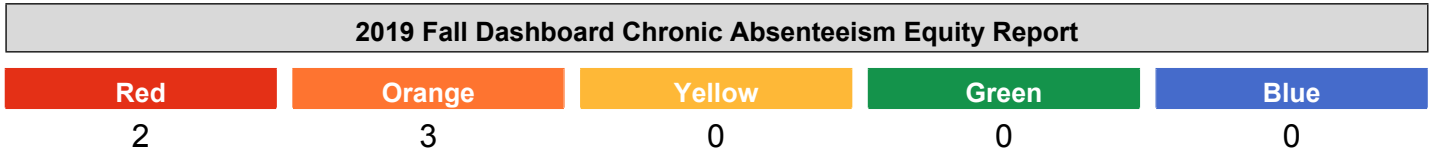
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  <p>Red</p> <p>10.2</p> <p>Increased Significantly +4.6</p> <p>636</p> | <p>English Learners</p>  <p>Orange</p> <p>9.3</p> <p>Increased Significantly +5.5</p> <p>257</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>42.9</p> <p>Increased +33.3</p> <p>21</p> | <p>Socioeconomically Disadvantaged</p>  <p>Red</p> <p>11.5</p> <p>Increased Significantly +5</p> <p>435</p> | <p>Students with Disabilities</p>  <p>Orange</p> <p>12.7</p> <p>Increased +1.4</p> <p>102</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color 9.1 Maintained 0 11 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Red 10.2 Increased Significantly +4.4 558 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  Orange 11.4 Increased +11.4 44 |

Conclusions based on this data:

Based on 2019 Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritche 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.

School and Student Performance Data

Academic Engagement Graduation Rate

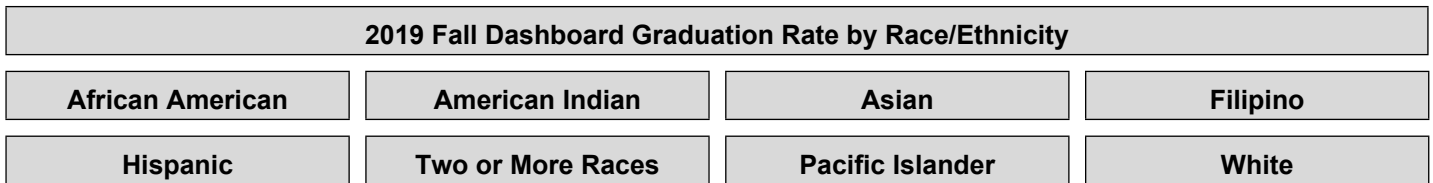
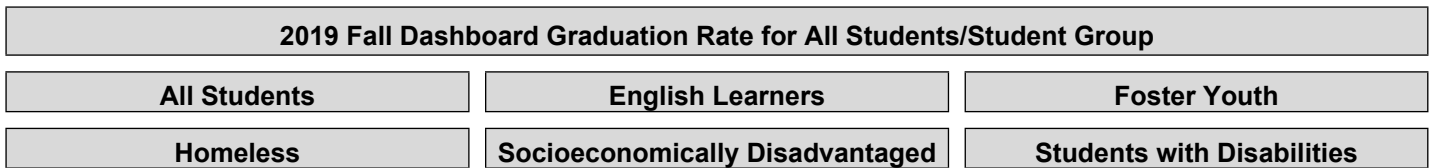
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

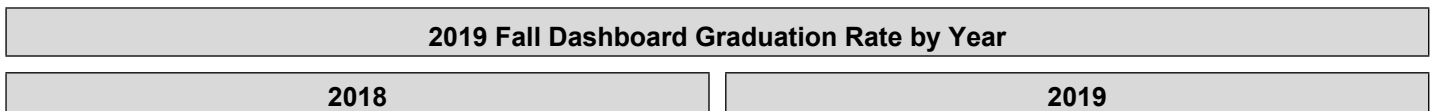
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

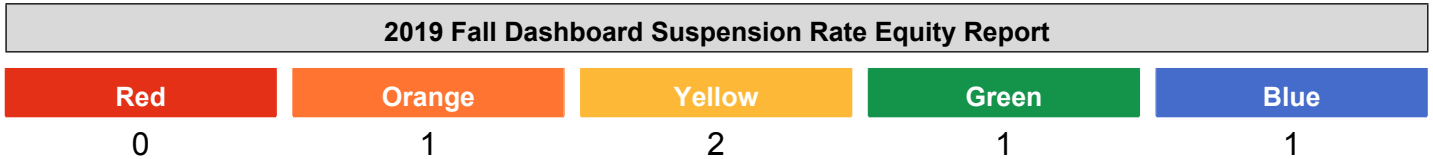
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:



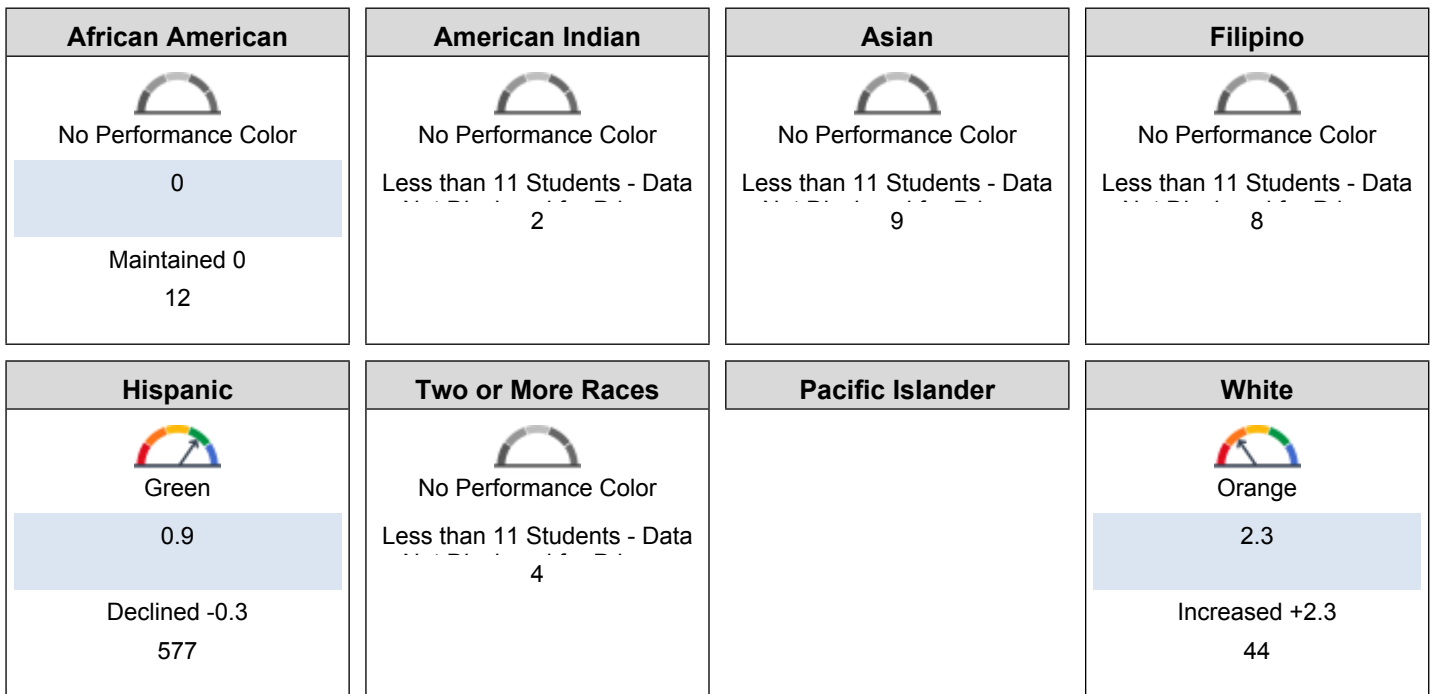
This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  <p>Green</p> <p>0.9</p> <p>Maintained -0.1</p> <p>656</p> | <p>English Learners</p>  <p>Blue</p> <p>0.4</p> <p>Declined -0.7</p> <p>266</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>4.2</p> <p>Increased +4.2</p> <p>24</p> | <p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>1.3</p> <p>Maintained 0</p> <p>449</p> | <p>Students with Disabilities</p>  <p>Yellow</p> <p>1</p> <p>Increased +1</p> <p>103</p> |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 1.1 | 0.9 |

Conclusions based on this data:

Based on 2019 Dashboard Suspension Rate data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Ritchien Elementary will continue its success in addressing students' behavioral needs through the implementation of a progressive discipline policy in order to minimize the need for student suspension. Classroom teachers will closely monitor and document student behavior throughout the instructional day and across a variety of contexts, including the classroom, playground, cafeteria, hallways, bathrooms, ingress, and egress. Classroom teachers will continue to maintain open lines of communication with parents to inform parents of behaviors that negatively impact the safe, positive learning environment within the school. The school will communicate to Spanish-speaking parents in their primary language to ensure parents have a good understanding of their child's behavior at school. Minor infractions will be documented using a student behavior monitoring log. Major infractions will result in an office discipline referral, which will be followed up by the school principal. Consequences for student misbehavior will align to the severity of the infraction and will take into consideration the context of the infraction, the historical background of the student, as well as the students' social/emotional/academic/intellectual needs. For most cases, restorative practices will be provided to address the social/emotional harm caused or created by the infraction. The discipline process will emphasize student accountability, self-reflection, and problem solving in order to redirect student behavior and build positive outcomes with peers.

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 academic standards 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 2020-21 Baseline Data (Fall, 2020) | <p>Kindergarten Fall 2020 Baseline Data: 57% At/Above Benchmark 15% On Watch 18% Intervention 10% Urgent Intervention</p> <p>1st Grade Fall 2020 Baseline Data: 35% At/Above Benchmark 31% On Watch 23% Intervention 12% 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 2020-21 Expected Outcomes: 59% (Winter); 62% (Spring) At/Above Benchmark 17% (Winter); 20% (Spring) On Watch 16% (Winter); 13% (Spring) Intervention 8% (Winter); 5% (Spring) Urgent Intervention</p> <p>1st Grade 2020-21 Expected Outcomes: 37% (Winter); 40% (Spring) At/Above Benchmark 33% (Winter); 36% (Spring) On Watch 21% (Winter); 18% (Spring) Intervention 10% (Winter); 7% (Spring) Urgent Intervention</p> |
| STAR 360 Reading 2019-20 Baseline Data (Fall, 2020) | <p>2nd Grade Fall 2020 Baseline Data: 8% Level 4 25% Level 3 25% Level 2 42% Level 1</p> <p>3rd Grade Fall 2020 Baseline Data: 14% Level 4 23% Level 3 27% Level 2 36% Level 1</p> <p>4th Grade Fall 2020 Baseline Data: 13% Level 4 16% Level 3</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 2020-21 Expected Outcomes: 10% (Winter); 13% (Spring) Level 4 27% (Winter); 30% (Spring) Level 3 23% (Winter); 20% (Spring) Level 2 40% (Winter); 37% (Spring) Level 1</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|--|
| | <p>29% Level 2 42% Level 1</p> <p>5th Grade Fall 2020 Baseline Data: 7% Level 4 21% Level 3 24% Level 2 48% Level 1</p> | <p>3rd Grade 2020-21 Expected Outcomes: 16% (Winter); 19% (Spring) Level 4 25% (Winter); 28% (Spring) Level 3 25% (Winter); 22% (Spring) Level 2 34% (Winter); 31% (Spring) Level 1</p> <p>4th Grade 2020-21 Expected Outcomes: 15% (Winter); 18% (Spring) Level 4 18% (Winter); 21% (Spring) Level 3 27% (Winter); 24% (Spring) Level 2 40% (Winter); 37% (Spring) Level 1</p> <p>5th Grade 2020-21 Expected Outcomes: 9% (Winter); 12% (Spring) Level 4 23% (Winter); 26% (Spring) Level 3 22% (Winter); 19% (Spring) Level 2 46% (Winter); 43% (Spring) Level 1</p> |
| <p>STAR 360 Math 2020-21 Baseline Data (Fall, 2020)</p> | <p>1st Grade Fall 2020 Baseline Data: 32% Level 4 37% Level 3 27% Level 2 3% Level 1</p> <p>2nd Grade Fall 2020 Baseline Data: 20% Level 4 25% Level 3 35% Level 2 19% Level 1</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 2020-21 Expected Outcomes: 34% (Winter); 37% (Spring) Level 4 39% (Winter); 42% (Spring) Level 3</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| | <p>3rd Grade Fall 2020 Baseline Data: 9% Level 4 15% Level 3 46% Level 2 30% Level 1</p> <p>4th Grade Fall 2020 Baseline Data: 5% Level 4 21% Level 3 38% Level 2 37% Level 1</p> <p>5th Grade Fall 2020 Baseline Data: 4% Level 4 9% Level 3 36% Level 2 51% Level 1</p> | <p>25% (Winter); 21% (Spring) Level 2 2% (Winter); 0% (Spring) Level 1</p> <p>2nd Grade 2020-21 Expected Outcomes: 22% (Winter); 25% (Spring) Level 4 27% (Winter); 30% (Spring) Level 3 33% (Winter); 30% (Spring) Level 2 18% (Winter); 15% (Spring) Level 1</p> <p>3rd Grade 2020-21 Expected Outcomes: 11% (Winter); 14% (Spring) Level 4 17% (Winter); 20% (Spring) Level 3 44% (Winter); 41% (Spring) Level 2 28% (Winter); 25% (Spring) Level 1</p> <p>4th Grade 2020-21 Expected Outcomes: 7% (Winter); 10% (Spring) Level 4 23% (Winter); 26% (Spring) Level 3 36% (Winter); 33% (Spring) Level 2 35% (Winter); 32% (Spring) Level 1</p> <p>5th Grade 2020-21 Expected Outcomes: 6% (Winter); 9% (Spring) Level 4 11% (Winter); 14% (Spring) Level 3 34% (Winter); 31% (Spring) Level 2 49% (Winter); 46% (Spring) Level 1</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|---|
| Writing | <p>2019-20 Baseline Data:</p> <p>Writing Opinion: Purpose - Organization (# possible = 4) 43% of all students tested scored 3 or higher (Total students tested = 518)</p> <p>Writing Opinion: Evidence - Elaboration (# possible = 4) 35% of all students tested scored 3 or higher (Total students tested = 518)</p> <p>Writing Opinion: Conventions (# possible = 2) 56% of all students tested scored 2 (Total students tested = 517)</p> | <p>2020-21 Expected Outcomes for Grades K-5:</p> <p>50% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Fall Writing benchmark assessment.</p> <p>55% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Winter Writing benchmark assessment.</p> <p>60% of All Students in Grades K-5 will score a 3 or higher on the scoring rubric for the Spring Writing benchmark assessment.</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)

Source(s)

13,365

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)

Source(s)

25,553

Discretionary
4000-4999: Books And Supplies
Warehouse charges, Publication Charges,
Materials and Supplies, Computer Supplies and
Software, and Equipment

250

Discretionary
5000-5999: Services And Other Operating
Expenditures
Travel and Conference

10167

LCFF - Targeted
4000-4999: Books And Supplies
Computer Equipment, Books, Materials, and
Supplies

1200

LCFF - Targeted
5000-5999: Services And Other Operating
Expenditures
Travel and Conference

13,608

Title I
4000-4999: Books And Supplies
Books, Materials and Supplies

852

Title III
4000-4999: Books And Supplies
Books, Materials and Supplies

1088

Discretionary

| | |
|------|---|
| | 1000-1999: Certificated Personnel Salaries Certificated Extra Hours |
| 7193 | Title III 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) | Source(s) |
|-----------|--|
| 11,000 | LCFF - Targeted 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., SIOP) 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)

10778

Title I
2000-2999: Classified Personnel Salaries
Classified Salaries: Instructional Assistants

653

Discretionary
2000-2999: Classified Personnel 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.

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 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 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)

2700

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
Duplo Machine supplies and Copy Machines maintenance agreements

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.

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

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 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

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 |
| 3800 | LCFF - Targeted 4000-4999: Books And Supplies AR Rewards and Incentives |

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

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) | Source(s) |
|-----------|--|
| 9761 | LCFF - Targeted 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 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.

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)

Source(s)

| | |
|-----|--|
| | No additional cost |
| 795 | Title III 5000-5999: Services And Other Operating Expenditures Brain Pop ELL |

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.

All Students

Strategy/Activity

Classroom teachers will provide science lessons and experiments utilizing FOSS Curricular materials to students in grades 2-5 to support teaching of Next Generation Science Standards (NGSS) and support the school site's strand focus, while Kindergarten and 1st grade teachers will focus on implementing integrated units focused 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)

2000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
FOSS 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.

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)

5000

Source(s)

Title I
5800: Professional/Consulting Services And
Operating Expenditures
BrainPop and BrainPop Jr. site license

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.

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)

650

Source(s)

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
Robotics Competition Registration 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

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, 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)

6000

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
District Funded ISP

8655

Title I
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours for Tutoring

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Certificated Extra Hours for Tutoring

| | |
|-------|---|
| 2500 | Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help / Tutoring |
| 29251 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP for added ELA intervention |
| 489 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Substitute |

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.

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 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.

Amount(s)

Source(s)

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.

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 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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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, 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. Ritchen 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 2019-20 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 2020-21 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 2020-21 school year to 3 (suspension rate = .5%) |
| 2018-19 California Healthy Kids Survey (CHKS) | Spring 2019 results from our Healthy Kids Survey taken by 5th grade students indicated that Ritchen Elementary made growth across all areas surveyed in 2019 compared to 2018. 2019 Ritchen Elementary CHKS results were above the State Average in the following areas: Low Violence Victimization and Social Emotional Learning Supports. | 2020 Expected Outcomes for California Healthy Kids Survey results are to be at or above the State Average in 7 out of the 14 areas surveyed. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------------------------|---|---|
| | Results were below the State Average in all other areas, including: School Connectedness, Caring Relationships, High Expectations, Meaningful Participation, Perceived School Safety, Low Violence Perpetration, Fairness, Rule Clarity, Anti-Bullying Climate, Positive Behavior, Home High Expectations, and Parent Involvement in Schooling. | |
| 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 2020-21 school year to 9.09%.</p> <p>Reduce the Chronic Absenteeism rate for EL students for the 2020-21 school year to 10.45%.</p> <p>Reduce the Chronic Absenteeism rate for SED students for the 2020-21 school year to 8.93%.</p> <p>Reduce the Chronic Absenteeism rate for SPED students for the 2020-21 school year to 16.30%.</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

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)

[Empty box for 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 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)

[Empty box for 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 | Discretionary 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) |
|-----------|---|
| 1176 | Discretionary 2000-2999: Classified Personnel Salaries Clerical and Custodial Extra Help and Overtime |
| 2613 | Discretionary 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. During distance learning, the Principal and Counselor are doing weekly recordings presenting these 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) |
|-----------|---|
| 2000 | LCFF - Targeted 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)

2227

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

Ensure administrative site coverage when 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)

605

Source(s)

Discretionary

1000-1999: Certificated Personnel Salaries
Administrative Support / Extra Help

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 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 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 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

Discretionary
5800: Professional/Consulting Services And
Operating Expenditures
Contract for shredding services- Shred-It
(Cintas).

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

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)

Discretionary
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)

250

Source(s)

Discretionary
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
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.

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.

Amount(s)

Source(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.

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.

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.

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.

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)

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.

Amount(s)

Source(s)

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: 2019-20

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.

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 2020-21 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 2020-21 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 2020-21 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 | Discretionary 2000-2999: Classified Personnel Salaries Babysitting costs |
| 262 | Discretionary 2000-2999: Classified Personnel Salaries Verbal Translation Costs |
| 400 | Title III 2000-2999: Classified Personnel Salaries Verbal Translation Costs |
| | None Specified ORC, Counselor and Principal held virtual parent training / information night to introduce canvas, Lexia and ST Math. This information was also discussed at ELAC and Back to School night as well. This occurred at 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

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)

[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

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)

Source(s)

262

Discretionary
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.

All Students

Strategy/Activity

Schedule trimester "Ritchen Coffee Talk" meetings with parents to improve 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)

250

Discretionary
4000-4999: Books And Supplies
Coffee and snacks

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

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)

Source(s)

250

Discretionary
5700-5799: Transfers Of Direct Costs
Transportation: ELAC Parent College Field Trip

200

Discretionary
2000-2999: Classified Personnel Salaries
Babysitting 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.

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 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 Back to School Night, as well as Parent Nights focusing on Literacy, Math, Technology, and/or Science, 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) |
|-----------|---|
| 196 | Discretionary 2000-2999: Classified Personnel Salaries Campus Supervisor Extra Help |
| 400 | Title III 2000-2999: Classified Personnel Salaries Verbal Translation |

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

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 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.

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 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 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.

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.

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: 2019-20

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. Our Back to School Night, Parent Nights focusing on Literacy, Math, and/or the Strand Focus, along with Trimester "Ritchen Coffee Talk" meetings, further support and foster parental engagement. 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. During our current situation with distance learning, aside from the field trips and the carnival, all else is occurring virtually. 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. Designated times are being scheduled where families and their students are being asked to come to the school to pick up their awards 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. Throughout the 2020-21 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 Ritchen 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 | \$60,891 |
| 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 | \$179,637.00 |

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 | \$48,751.00 |
| Title III | \$12,140.00 |

Subtotal of additional federal funds included for this school: \$60,891.00

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 (\$) |
|-------------------------|-------------|
| Discretionary | \$37,546.00 |
| LCFF - Intervention | \$31,967.00 |
| LCFF - Targeted | \$49,233.00 |

Subtotal of state or local funds included for this school: \$118,746.00

Total of federal, state, and/or local funds for this school: \$179,637.00

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 | 48,751 | 0.00 |
| Title III | 12,140 | 0.00 |
| LCFF - Targeted | 49,233 | 0.00 |
| LCFF - Intervention | 31,967 | 0.00 |
| Discretionary | 37,546 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| Discretionary | 37,546.00 |
| LCFF - Intervention | 31,967.00 |
| LCFF - Targeted | 49,233.00 |
| Title I | 48,751.00 |
| Title III | 12,140.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | Discretionary | 1,693.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 5,750.00 |
| 4000-4999: Books And Supplies | Discretionary | 26,553.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 2,950.00 |
| 5700-5799: Transfers Of Direct Costs | Discretionary | 250.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Discretionary | 350.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 31,967.00 |

| | | |
|---|-----------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 29,416.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 17,967.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 1,200.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Targeted | 650.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 19,365.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 10,778.00 |
| 4000-4999: Books And Supplies | Title I | 13,608.00 |
| 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 | 800.00 |
| 4000-4999: Books And Supplies | Title III | 8,045.00 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 795.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 167,308.00 |
| Goal 2 | 9,917.00 |
| Goal 3 | 2,412.00 |

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 |
| Emily Hilpert | Classroom Teacher |
| Nayeli Reyes | Other School Staff |
| Vincent Ramos | Parent or Community Member |
| Marina Wyatt | Parent or Community Member |
| Verenice Mendoza | Parent or Community Member |
| Sylvia Nunez | Parent or Community Member |
| Jessica Arciniega | 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 8, 2020.

Attested:

| |
|--|
| Principal, Nauman Zaidi on 10/8/2020 |
| SSC Chairperson, Marina Wyatt on 10/8/2020 |

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:

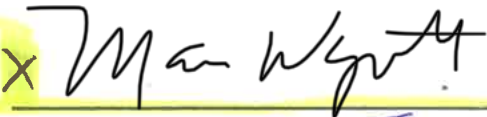
The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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

X 

School Site Council




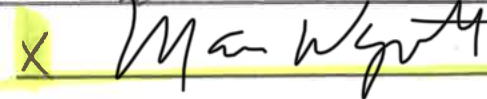
English Learner Advisory Committee

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 8, 2020.

Attested:


X 

Principal, Nauman Zaidi on 10/8/2020

SSC Chairperson, Marina Wyatt on 10/8/2020

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



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 15, 2020 | 11/04/2020 |

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: Rose Avenue Elementary-The School of Science and Wellness, is dedicated to promote social, emotional, and academic growth for all students.

Mission: To prepare students to become outstanding and productive citizens of society.

Values Statement: 'Our students', not 'my students'. Collaboration not isolation. Recognize and celebrate the good.

Rose Avenue School-The School of Science and Wellness will strive to 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

Under the current situation with the COVID-19 Pandemic, Rose Avenue School is currently focusing on the areas of teaching and learning via remote distance learning to successfully meet the needs of all students. The staff is dedicated in using our district's adopted Management Learning System to deliver synchronous and asynchronous instruction to all students via Zoom and fully implementing the Common Core State Standards (CCSS) with an emphasis on the use of technology through the implementation of 1:1 devices for all students in grades TK-5; including distance learning support for enrichment and intervention instruction with apps such as Lexia for ELA, ST Math, MyOn and Accelerated Reader (AR). We will use both hardcopy material and digital resources for McGraw Hill curricula: My Math, World of Wonders (TK) and Wonders (K-5) during distance learning. We are currently in transition to the Next Generation Science Standards (NGSS). Mystery Science and FOSS kits will be used, if possible, during distance learning and fully once students are able to return back on campus. In addition, we will implement intervention programs to support students' individual needs via distance learning and once they are back on campus. These will include PALS-Teacher Directed Instruction K-3, Reading Horizons, WonderWorks, SonDay Systems, Frames for Fluency, and SIPPs. The teaching staff at Rose Avenue is committed to the full implementation of the CCSS while doing distance learning and dedicated to higher levels of critical thinking and learning for all students under the current remote distance learning situation and once the students are back on campus. Our teaching staff is collaboratively working during distance learning via Zoom and will be teaming in the core areas to meet the individual needs of our student population and to determine additional instructional needs when they are back on campus and as possible during remote distance learning. Teachers will focus on data driven instruction, assess students monthly using Star 360 ELA and Math and Star Early Literacy formally to monitor student growth in the core areas and meet virtually during distance learning and when back on campus to analyze student data results after the monthly assessments to plan instruction and student interventions. Rose Avenue will also 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 during remote distance learning and once students are back on campus. 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 via virtual opportunities and physically once able to come to campus. Rose Avenue will maintain continual communication with all stakeholders through Canvas, Zoom, SSC, ELAC, Title One meetings, Coffee with the Principal, PTA meetings via virtual meeting during remote distance learning, monthly informational calendars available via, Parent Blackboard, ConnectED, Facebook, and Twitter.

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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.

Through regular daily/weekly informal classroom observations an area for growth was determined to be the effective and consistent use of mathematical mindsets strategies. English Language Development was also identified as an additional area for growth, specifically in the area of student engagement. We will increase use of effective critical thinking teaching strategies, such as student use of problem solving skills, academic vocabulary, content engagement and collaboration, across all curricular areas, especially to support English Language Development. The use of these skills will be observable during distance learning spaces of synchronous and asynchronous instruction, as well as, when students are back in the physical classroom.

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 our how our professional practice is impacting student learning. CAASPP 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 provides 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 to provide supplemental materials and programs to increase student achievement. STAR 360 Assessments 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 PLC collaboration time to ensure our PLC discussions consistently focus on academic student growth. Data is used to monitor student progress on curriculum-embedded assessments and to modify instruction. 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 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 SST process. All measures will continue in both, during distance learning and once students and staff are back in the physical school setting.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Teachers meet for weekly PLCs where student progress is monitored via the curriculum embedded assessments. Student instructional groups for UA, ELD, ELA teaming, math teaming and Tier 1 and Tier 2 interventions are determined for the following intervention cycle. Data from the following assessments is used to determine need and intervention:

Math and Reading chapter tests

Weekly assessments and unit tests

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, Biliiteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for Science and Math Manager work directly with teachers to support instruction in Science and Math.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

All teachers attend weekly collaboration and planning meetings after school every other Tuesday and every other Wednesday. All grade levels (TK- 5) collaborate and team for designated ELD. Grades 1st-5th team for ELA and Math. Several grade levels team for physical education as well as other enrichment opportunities. including Universal Access Time.

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 Rose Avenue, we use the MTSS Model to help our underperforming 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 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. When the interventions are not working, students are referred to the Coordinated Services Team (CST) for another 6-8 weeks of interventions, which can involve the Intervention Service Provider (ISP) 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 to 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 first good 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, monitor and checking for understanding, and providing corrective feedback. Professional Learning Community practices, will be in place where grade levels will collaborate to analyze student assessment data results, monitor student progress and plan interventions for grade level teaming.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

At Rose Avenue, we believe in forming strong partnerships with parents and the community as they are essential to assist underachieving students. Therefore, our school provides many opportunities throughout the year to involve our parents. We invite parents to attend Family Events focused on Literacy, Science, Math and/or Curricular based Technology to raise understanding and awareness of the grade level expectations. We invite parents to attend 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. Additionally, the following parent engagement opportunities will be offered during the 2020-2021 school year. All Parent Engagement events this current school year may be modified and/or held only if allowed in accordance with safety guidelines during the current COVID-19 Pandemic.

- Grade Level Parent Family Nights/Workshops
- Back to School Night-via Zoom
- Monthly Title I Meetings/Café con El Director/Coffee with the Principal-via Zoom
- Health and Wellness Family Carnival, May 2021-If Permitted Due to COVID-19
- ELAC Monthly meetings starting September-via Zoom
- Outreach and Counselor led parent training on Navigating the School System, 2 times a year-Via Zoom
- Virtual/Physical Grade Level Field trips- parent opportunities to volunteer
- Trimester Awards Assemblies-Via Zoom
- School Site Council Monthly Meetings-Via Zoom
- Loving Solutions Parent Training-Via Zoom
- PTA-Via Zoom
- Attendance Matters Parent Training-Via Zoom
- Family Art Night
- Classroom Volunteers

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 Outreach Specialist 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)

We feel fortunate to have strong parent involvement at Rose Avenue and we will continue to foster this partnership through 2020-2021 school year. Involvement of parents, community representatives, classroom teachers, and other personnel is vital in assisting in planning, implementing and evaluating programs at Rose Avenue. 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 instruction to meet the needs of under performing 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 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. The following services will be funded to enable under performing students to meet the standards: Intervention-tutoring before and after school, Staff Teaming and Collaboration-weekly staff grade level collaboration, Enrichment-field trips for students related to focus strand and standards, Substitutes-grade Level collaborations and SST/IEP meetings, Librarian- support the AR and Reading Enrichment Incentive Program, Training-professional development and conferences, Positive Behaviors and Interventions- Wellness CHAMPS Classroom Activities and Incentives.

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.

The inequities identified as a result of the required needs assessments were: before and after school tutoring, but due to the current Pandemic, it was limited; a TK-Kindergarten Teacher was on leave for most of the school year; the School Counselor was on leave for most of the school year; the Outreach Specialist was on leave for most of the school year; a paraprofessional position was open all year; a substitute shortage impacted Teaming and Collaboration; the COVID-19 Pandemic impacted instruction; TK-1 students did not have access to one to one devices during the distance learning (spring); and over 120 students did not have internet access initially during Distance Learning to be able to access face to face instruction.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | % | % | 0% | | | 0 |
| African American | 0.14% | % | 0% | 1 | | 0 |
| Asian | 0.29% | % | 0.35% | 2 | | 2 |
| Filipino | % | % | 0% | | | 0 |
| Hispanic/Latino | 97.71% | % | 97.53% | 684 | | 552 |
| Pacific Islander | 0.14% | % | 0% | 1 | | 0 |
| White | 1.43% | % | 2.12% | 10 | | 12 |
| Multiple/No Response | % | % | 0% | | | 0 |
| Total Enrollment | | | | 700 | | 566 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 131 | | 98 |
| Grade 1 | 101 | | 72 |
| Grade 2 | 117 | | 91 |
| Grade3 | 129 | | 98 |
| Grade 4 | 126 | | 101 |
| Grade 5 | 96 | | 106 |
| Total Enrollment | 700 | | 566 |

Conclusions based on this data:

Student enrollment decreased due to program choices offered at school sites. Rose Avenue transitioned from a TBE/SEI instructional program to an SEI only program. Political climate and the high cost of living in our county/community also affected our current enrollment. Enrollment decrease is consistent with other local school and/or districts.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

| English Learner (EL) Enrollment | | | | | | |
|---|--------------------|-------|-------|---------------------|-------|-------|
| Student Group | Number of Students | | | Percent of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | 384 | 386 | | | 68.2% |
| Fluent English Proficient (FEP) | | 9 | 73 | | | 12.9% |
| Reclassified Fluent English Proficient (RFEP) | | 62 | 82 | | | 17.3% |

Conclusions based on this data:

Rose Avenue School had a high increase in students reaching reclassification criteria from the previous year and students who have been RFEP are continuously monitored by classroom teachers to maintain the current English language proficiency and provide necessary supports. 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. English Learners are clustered at each grade level by needs and proficiency 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 proficiency levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency needs.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 133 | 126 | 105 | 132 | 126 | 105 | 132 | 126 | 105 | 99.2 | 100 | 100 |
| Grade 4 | 100 | 120 | 110 | 100 | 120 | 110 | 100 | 120 | 110 | 100 | 100 | 100 |
| Grade 5 | 107 | 94 | 116 | 107 | 93 | 115 | 107 | 93 | 115 | 100 | 98.9 | 99.1 |
| All Grades | 340 | 340 | 331 | 339 | 339 | 330 | 339 | 339 | 330 | 99.7 | 99.7 | 99.7 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2357. | 2367. | 2371. | 6.06 | 6.35 | 11.43 | 10.61 | 12.70 | 17.14 | 26.52 | 27.78 | 20.95 | 56.82 | 53.17 | 50.48 |
| Grade 4 | 2392. | 2394. | 2402. | 8.00 | 8.33 | 7.27 | 10.00 | 10.00 | 9.09 | 19.00 | 21.67 | 25.45 | 63.00 | 60.00 | 58.18 |
| Grade 5 | 2431. | 2420. | 2435. | 0.93 | 4.30 | 4.35 | 12.15 | 15.05 | 17.39 | 28.97 | 21.51 | 26.09 | 57.94 | 59.14 | 52.17 |
| All Grades | N/A | N/A | N/A | 5.01 | 6.49 | 7.58 | 10.91 | 12.39 | 14.55 | 25.07 | 23.89 | 24.24 | 59.00 | 57.23 | 53.64 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.82 | 5.56 | 10.48 | 34.09 | 42.86 | 41.90 | 59.09 | 51.59 | 47.62 |
| Grade 4 | 6.00 | 7.50 | 8.18 | 39.00 | 39.17 | 48.18 | 55.00 | 53.33 | 43.64 |
| Grade 5 | 2.80 | 4.30 | 7.83 | 40.19 | 37.63 | 47.83 | 57.01 | 58.06 | 44.35 |
| All Grades | 5.31 | 5.90 | 8.79 | 37.46 | 40.12 | 46.06 | 57.23 | 53.98 | 45.15 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.33 | 9.52 | 8.57 | 35.61 | 32.54 | 41.90 | 56.06 | 57.94 | 49.52 |
| Grade 4 | 2.00 | 6.67 | 4.55 | 42.00 | 36.67 | 48.18 | 56.00 | 56.67 | 47.27 |
| Grade 5 | 5.61 | 7.53 | 5.22 | 42.99 | 40.86 | 40.87 | 51.40 | 51.61 | 53.91 |
| All Grades | 5.60 | 7.96 | 6.06 | 39.82 | 36.28 | 43.64 | 54.57 | 55.75 | 50.30 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 5.30 | 7.14 | 15.24 | 52.27 | 61.90 | 57.14 | 42.42 | 30.95 | 27.62 |
| Grade 4 | 8.00 | 5.83 | 4.55 | 47.00 | 62.50 | 56.36 | 45.00 | 31.67 | 39.09 |
| Grade 5 | 1.87 | 2.15 | 1.74 | 60.75 | 50.54 | 63.48 | 37.38 | 47.31 | 34.78 |
| All Grades | 5.01 | 5.31 | 6.97 | 53.39 | 59.00 | 59.09 | 41.59 | 35.69 | 33.94 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.82 | 12.70 | 11.43 | 42.42 | 41.27 | 36.19 | 50.76 | 46.03 | 52.38 |
| Grade 4 | 5.00 | 5.00 | 4.55 | 40.00 | 40.00 | 40.91 | 55.00 | 55.00 | 54.55 |
| Grade 5 | 4.67 | 9.68 | 11.30 | 48.60 | 35.48 | 40.00 | 46.73 | 54.84 | 48.70 |
| All Grades | 5.60 | 9.14 | 9.09 | 43.66 | 39.23 | 39.09 | 50.74 | 51.62 | 51.82 |

Conclusions based on this data:

Due to the current COVID-19 Pandemic, the SBAC was not administered for the 19-20 School year. Nevertheless, Rose Avenue data from the previous administration of the SBAC shows that the overall participation of students was fully accomplished. Data shows consistent growth of two to three percent points in third and fifth grade from year to year. Fourth grade maintains progress and growth consistently. While also decreasing the number of students near the standard and below the standard to their next level. Data indicates there a consistent growth of students moving to the next band of proficiency. Data indicates continuous progress and growth of students meeting the standards and exceeding the standard. In the writing domain, the 2018-19 academic year the percentage rate increased in the Near Standard or Below Standard Area which has been identified as an area of focus across all grade levels. In order to address the areas of greatest concerns, students not making any growth in writing will supported and monitored closely. The teaching staff is committed to focusing collaboration time and addressing best instructional practices to increase student engagement and writing.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 133 | 126 | 105 | 133 | 126 | 105 | 133 | 126 | 105 | 100 | 100 | 100 |
| Grade 4 | 100 | 120 | 110 | 100 | 120 | 110 | 100 | 120 | 110 | 100 | 100 | 100 |
| Grade 5 | 107 | 94 | 116 | 107 | 93 | 115 | 107 | 93 | 115 | 100 | 98.9 | 99.1 |
| All Grades | 340 | 340 | 331 | 340 | 339 | 330 | 340 | 339 | 330 | 100 | 99.7 | 99.7 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2377. | 2371. | 2382. | 4.51 | 1.59 | 3.81 | 18.05 | 15.87 | 18.10 | 24.06 | 26.19 | 29.52 | 53.38 | 56.35 | 48.57 |
| Grade 4 | 2411. | 2411. | 2406. | 6.00 | 2.50 | 3.64 | 10.00 | 11.67 | 7.27 | 35.00 | 36.67 | 34.55 | 49.00 | 49.17 | 54.55 |
| Grade 5 | 2432. | 2434. | 2431. | 3.74 | 4.30 | 1.74 | 5.61 | 11.83 | 9.57 | 28.04 | 24.73 | 26.96 | 62.62 | 59.14 | 61.74 |
| All Grades | N/A | N/A | N/A | 4.71 | 2.65 | 3.03 | 11.76 | 13.27 | 11.52 | 28.53 | 29.50 | 30.30 | 55.00 | 54.57 | 55.15 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 13.53 | 7.94 | 10.48 | 25.56 | 26.19 | 32.38 | 60.90 | 65.87 | 57.14 |
| Grade 4 | 9.00 | 5.00 | 4.55 | 28.00 | 25.83 | 17.27 | 63.00 | 69.17 | 78.18 |
| Grade 5 | 5.61 | 6.45 | 5.22 | 22.43 | 29.03 | 23.48 | 71.96 | 64.52 | 71.30 |
| All Grades | 9.71 | 6.49 | 6.67 | 25.29 | 26.84 | 24.24 | 65.00 | 66.67 | 69.09 |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 8.27 | 5.56 | 9.52 | 38.35 | 39.68 | 42.86 | 53.38 | 54.76 | 47.62 |
| Grade 4 | 10.00 | 7.50 | 4.55 | 31.00 | 31.67 | 34.55 | 59.00 | 60.83 | 60.91 |
| Grade 5 | 2.80 | 8.60 | 3.48 | 30.84 | 32.26 | 32.17 | 66.36 | 59.14 | 64.35 |
| All Grades | 7.06 | 7.08 | 5.76 | 33.82 | 34.81 | 36.36 | 59.12 | 58.11 | 57.88 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.51 | 3.17 | 10.48 | 48.87 | 51.59 | 45.71 | 46.62 | 45.24 | 43.81 |
| Grade 4 | 10.00 | 6.67 | 6.36 | 34.00 | 35.00 | 26.36 | 56.00 | 58.33 | 67.27 |
| Grade 5 | 1.87 | 2.15 | 2.61 | 34.58 | 41.94 | 32.17 | 63.55 | 55.91 | 65.22 |
| All Grades | 5.29 | 4.13 | 6.36 | 40.00 | 43.07 | 34.55 | 54.71 | 52.80 | 59.09 |

Conclusions based on this data:

Due to the current COVID-19 Pandemic, the SBAC was not administered for the 19-20 School year. Nevertheless, data shows overall consistent growth in grade since 2017. There was consistent percentage growth in At or Near Standard in all grade levels since 2017 and also in Problem Solving & Modeling/Data Analysis. Data also shows a decreased in both Below Standard and Near Standard. The teachers continue to collaborate during grade level collaboration time in the areas of need. In addition, staff is working with the district Math Instructional Specialist and using resources to implement best instructional practices in Math. In the area of mathematics, growth mindset concepts continue to be implemented in the daily routines. The teachers continue to receive math training on Math Mindset that leads to discussions within their grade levels during staff meetings and grade level collaboration PLCs. Collaboration time include reviewing student data as well as analyzing student work samples and planned intervention based on the data results. After reviewing student data on a six to eight week cycle, teachers decide how to modify small group interventions and teaming groups that are taking place daily, Interventions will be supported by small group instruction universal access time during teaming. All this will take place as permitted by the current distance learning situation and COVID-19 Pandemic.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1401.0 | | 1410.6 | | 1378.3 | | 66 |
| Grade 1 | | 1442.6 | | 1452.7 | | 1431.9 | | 83 |
| Grade 2 | | 1488.8 | | 1486.5 | | 1490.7 | | 82 |
| Grade 3 | | 1475.6 | | 1464.2 | | 1486.6 | | 52 |
| Grade 4 | | 1512.5 | | 1497.9 | | 1526.6 | | 65 |
| Grade 5 | | 1520.5 | | 1510.9 | | 1529.6 | | 48 |
| All Grades | | | | | | | | 396 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 1.52 | | 30.30 | | 50.00 | | 18.18 | | 66 |
| 1 | | 8.43 | | 30.12 | | 39.76 | | 21.69 | | 83 |
| 2 | | 17.07 | | 45.12 | | 28.05 | | 9.76 | | 82 |
| 3 | | 3.85 | | 32.69 | | 44.23 | | 19.23 | | 52 |
| 4 | | 18.46 | | 52.31 | | 18.46 | | 10.77 | | 65 |
| 5 | | 8.33 | | 56.25 | | 25.00 | | 10.42 | | 48 |
| All Grades | | 10.10 | | 40.40 | | 34.34 | | 15.15 | | 396 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 3.03 | | 33.33 | | 46.97 | | 16.67 | | 66 |
| 1 | | 12.05 | | 45.78 | | 31.33 | | 10.84 | | 83 |
| 2 | | 28.05 | | 46.34 | | 19.51 | | 6.10 | | 82 |
| 3 | | 17.31 | | 30.77 | | 21.15 | | 30.77 | | 52 |
| 4 | | 32.31 | | 46.15 | | 10.77 | | 10.77 | | 65 |
| 5 | | 31.25 | | 41.67 | | 12.50 | | 14.58 | | 48 |
| All Grades | | 20.20 | | 41.41 | | 24.49 | | 13.89 | | 396 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 1.52 | | 19.70 | | 60.61 | | 18.18 | | 66 |
| 1 | | 7.23 | | 15.66 | | 38.55 | | 38.55 | | 83 |
| 2 | | 13.41 | | 36.59 | | 34.15 | | 15.85 | | 82 |
| 3 | | 3.85 | | 23.08 | | 50.00 | | 23.08 | | 52 |
| 4 | | 16.92 | | 44.62 | | 23.08 | | 15.38 | | 65 |
| 5 | | 0.00 | | 29.17 | | 56.25 | | 14.58 | | 48 |
| All Grades | | 7.83 | | 28.03 | | 42.42 | | 21.72 | | 396 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 1.52 | | 81.82 | | 16.67 | | 66 | |
| 1 | | 42.17 | | 50.60 | | 7.23 | | 83 | |
| 2 | | 31.71 | | 59.76 | | 8.54 | | 82 | |
| 3 | | 9.62 | | 61.54 | | 28.85 | | 52 | |
| 4 | | 18.46 | | 72.31 | | 9.23 | | 65 | |
| 5 | | 8.33 | | 75.00 | | 16.67 | | 48 | |
| All | | 20.96 | | 65.66 | | 13.38 | | 396 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 6.06 | | 65.15 | | 28.79 | | 66 | |
| 1 | | 8.43 | | 73.49 | | 18.07 | | 83 | |
| 2 | | 30.49 | | 58.54 | | 10.98 | | 82 | |
| 3 | | 25.00 | | 51.92 | | 23.08 | | 52 | |
| 4 | | 40.00 | | 46.15 | | 13.85 | | 65 | |
| 5 | | 62.50 | | 20.83 | | 16.67 | | 48 | |
| All Grades | | 26.52 | | 55.30 | | 18.18 | | 396 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 1.52 | | 81.82 | | 16.67 | | 66 |
| 1 | | 14.46 | | 38.55 | | 46.99 | | 83 |
| 2 | | 14.63 | | 68.29 | | 17.07 | | 82 |
| 3 | | 3.85 | | 48.08 | | 48.08 | | 52 |
| 4 | | 12.31 | | 66.15 | | 21.54 | | 65 |
| 5 | | 4.17 | | 77.08 | | 18.75 | | 48 |
| All Grades | | 9.34 | | 62.37 | | 28.28 | | 396 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 30.30 | | 50.00 | | 19.70 | | 66 |
| 1 | | 10.84 | | 57.83 | | 31.33 | | 83 |
| 2 | | 17.07 | | 69.51 | | 13.41 | | 82 |
| 3 | | 11.54 | | 76.92 | | 11.54 | | 52 |
| 4 | | 24.62 | | 66.15 | | 9.23 | | 65 |
| 5 | | 18.75 | | 64.58 | | 16.67 | | 48 |
| All Grades | | 18.69 | | 63.64 | | 17.68 | | 396 |

Conclusions based on this data:

Due to the current COVID-19 Pandemic, the ELPAC was not administered for the 19-20 School year. In addition, due to the previous administration of the ELPAC summative assessment data was not available as the ELPAC was not administered for the 2019-2020 school year. Nevertheless, the data shown maintains that all students are making growth across the four domains in all assessed grade levels. The focus continues to be using data to prove and identify students' needs, while making sure that all students make at least one year's growth across the domains in the ELPAC.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 622 | 87.8 | 76.0 | 0.8 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 473 | 76.0 |
| Foster Youth | 5 | 0.8 |
| Homeless | 10 | 1.6 |
| Socioeconomically Disadvantaged | 546 | 87.8 |
| Students with Disabilities | 83 | 13.3 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| Asian | 1 | 0.2 |
| Hispanic | 608 | 97.7 |
| Two or More Races | 2 | 0.3 |
| White | 11 | 1.8 |





Conclusions based on this data:

Due to the current COVID-19 Pandemic, the SBAC was not administered for the 19-20 School year, nevertheless, Based on the data available, we can conclude that Rose Avenue School has a large percentage of students who are socioeconomically disadvantaged. Thus, we continue to ensure our families continue to have access to a variety of wrap-around services and provide supports to all of our subgroups during the current pandemic, it is our focus and objective to all student subgroups with the needed support to meet their needs. We can also continue to support our English Learners being the largest sub group, we will continue providing designated and integrated ELD to ensure English language acquisition and increase our reclassification rate. The majority of our students continue to be both socioeconomic disadvantaged and English Language Learners. Our actions will be strategically planned and implemented to meet their academic needs during the current distance learning situation and once the students comeback on campus. We also continue have a high increase in our population of students with disabilities. We are closely monitored their IEP goals to ensure they continue to make progress and their needs are met during the current COVID-19 Pandemic.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| English Language Arts  Yellow | Chronic Absenteeism  Orange | Suspension Rate  Orange |
| Mathematics  Orange | | |

Conclusions based on this data:

Due to the current COVID-19 Pandemic, the SBAC was not administered for the 19-20 School year. However, based on the CA Dashboard data for the previous school year, Rose Avenue School had increases on both English Language Arts and Mathematics from 2018 to 2019. This school year, while in distance learning, we will continue to focus on improving student achievement in English Language Arts and Mathematics. As both the suspension and absenteeism rates have continued to decrease from 2018 to 2019 and for the 2019-2020 school year. We will continue to monitor student daily attendance during distance learning and once the student come back on campus. We continue with our focused implementation of our Positive Behavior Interventions and Supports (PBIS/CHAMPS) approaches to promote positive interactions and behaviors, provide incentives for both attendance, student engagement and participation and behavior during distance learning as well as provide progressive discipline and corrective measures to reduce the behavior needs during the current situation. The data indicates that in comparison to the state, Rose Avenue School students overall performance is surpassing the state average for suspension rate and chronic absenteeism. Our performance and growth is consistent with that of the state in Mathematics and slightly below in English Language Arts for the previous SBAC administration. Our goal and actions for the 2020-2021 will be focus in ELA and Math and student intensive intervention support in this areas to gain academic growth in these areas. We will work to increasing our growth for 2020-2021 Dashboard: Suspension- maintain blue, ELA- increase to orange, Math- grow to yellow, Absenteeism- increase to blue.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|---|--|
| <p>All Students</p>  Yellow 64.5 points below standard Increased ++9.3 points 326 | <p>English Learners</p>  Yellow 66.8 points below standard Increased ++9.9 points 275 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | <p>Socioeconomically Disadvantaged</p>  Yellow 65.3 points below standard Increased ++9.8 points 291 | <p>Students with Disabilities</p>  Red 147.2 points below standard Maintained -2 points 53 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|---|--|---|
|  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color 0 Students |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 64.9 points below standard Increased ++9.5 points 323 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|--|---|
| 106.2 points below standard Declined -7.5 points 161 | 11.2 points below standard Increased ++10.1 points 114 | 52.2 points below standard Increased ++10.1 points 51 |

Conclusions based on this data:

Due to the current COVID-19 Pandemic, the SBAC was not administered for the 2019-2020 School year. Nevertheless, the data from the previous Fall Dashboard English Language Arts Performance for All Students/Student Group indicated that all subgroups had maintained English Language Arts performance with the exception of students with disability. Nevertheless, students with disability had increased in ELA performance levels. Based on the analysis, we project moving from red to orange on the California Dashboard for ELA in the 2020-2021 school year. We continue with the implementation of instruction first, identify effective strategies during the current pandemic and distance learning. Teaming and collaboration continue as permitted by the current distance learning situation. We are focused on providing interventions and enrichment during distance learning to continue the growth in academic achievement in English Language Arts.

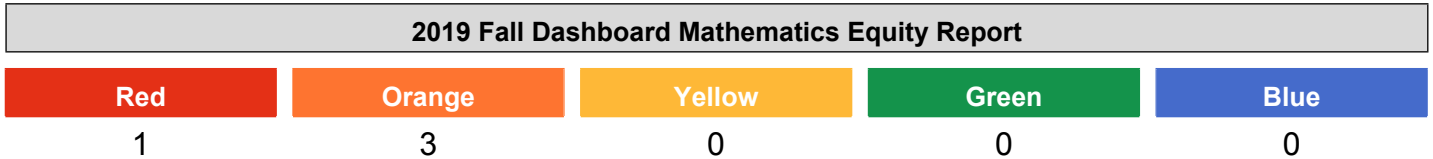
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:






This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  Orange 76.3 points below standard Maintained -0.6 points 326 | <p>English Learners</p>  Orange 78.4 points below standard Maintained -1.3 points 275 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | <p>Socioeconomically Disadvantaged</p>  Orange 78.4 points below standard Maintained -1.9 points 291 | <p>Students with Disabilities</p>  Red 167.2 points below standard Maintained -1.4 points 53 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
| <p align="center">Hispanic</p>  <p align="center">Orange</p> <p align="center">76.5 points below standard</p> <p align="center">Maintained -0.4 points</p> <p align="center">323</p> | <p align="center">Two or More Races</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">2</p> | <p align="center">Pacific Islander</p> | <p align="center">White</p>  <p align="center">No Performance Color</p> <p align="center">Less than 11 Students - Data Not Displayed for Privacy</p> <p align="center">1</p> |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|--|
| <p align="center">102 points below standard</p> <p align="center">Declined -9.5 points</p> <p align="center">161</p> | <p align="center">45 points below standard</p> <p align="center">Declined -6.8 points</p> <p align="center">114</p> | <p align="center">65.1 points below standard</p> <p align="center">Increased ++5.9 points</p> <p align="center">51</p> |

Conclusions based on this data:

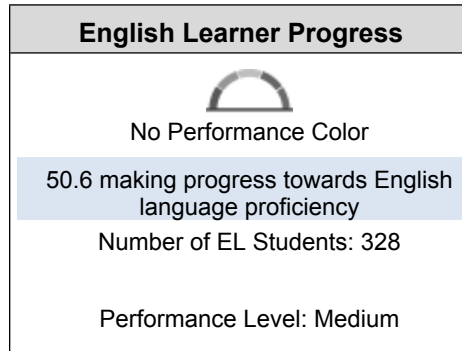
Due to the current COVID-19 Pandemic, the SBAC was not administered for the 2019-2020 School year. However, based on the data, available all subgroups, including English Learner and Socioeconomically Disadvantaged, have maintained Mathematics performance with the exception of students with disability. Students with disability have declined in Math performance. Based on the data analysis we will use mindset mathematical practices and have identified the key areas of need to continue the growth in Mathematics while instruction occurs during distance learning to the best of our ability. Our goal is to move to the next level on the California Dashboard moving from orange to yellow for Math. During the current pandemic and distance learning, we continue with our planned strategies for math, teaming and collaboration as permitted the face to face instruction during distance learning and will continue once we come back on campus for the 2020-2021 school year. Additionally, we continue to focus in our subgroups and we will add activities that build on our collective effective teaching strategies and strengths to promote higher levels of academic achievement during the current distance learning situation.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 20.7 | 28.6 | 2.1 | 48.4 |

Conclusions based on this data:

Due to the current COVID-19 Pandemic, the ELPAC was not administered for the 2019-2020 School year. Nevertheless, the data available shows that over 50% of students are scoring in the Well Developed and Moderately Developed levels, reducing the level of students in the Somewhat Developed and Beginning levels. Therefore, even during distance learning our students in Kindergarten through fifth grade will continue to receive daily Designated ELD instruction. During distance and as permitted by face to face instruction, English Learners are grouped at each grade level to enable the ELD teacher to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. The ELD teacher integrates appropriate scaffolding techniques/strategies to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency needs. Oral and written language supports and scaffolds are also being integrated throughout all core subject areas during distance learning by classroom teachers in order to enable English Learners to access grade level subject matter digitally and physically during the current distance learning situation.

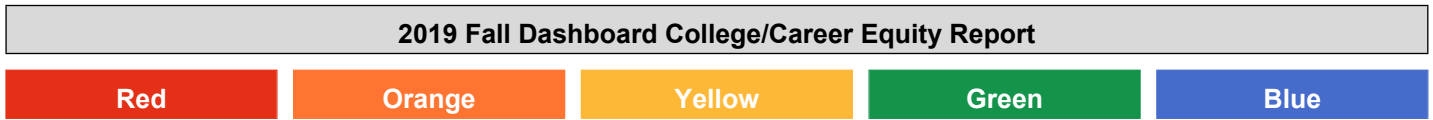
School and Student Performance Data

Academic Performance College/Career

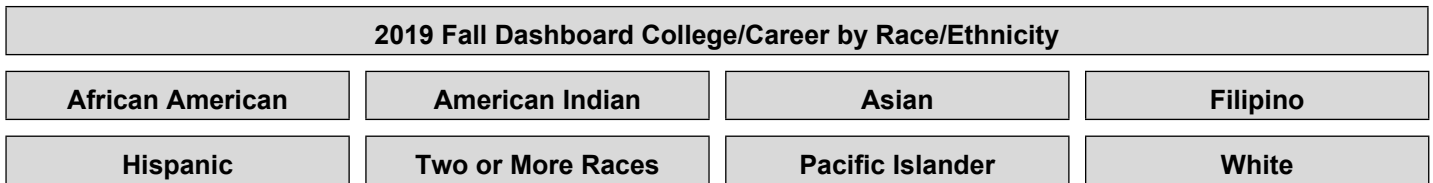
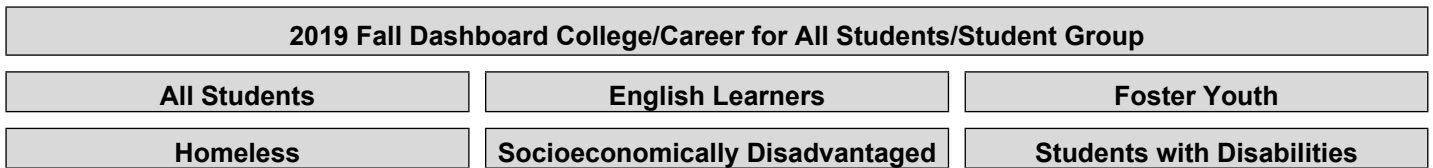
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

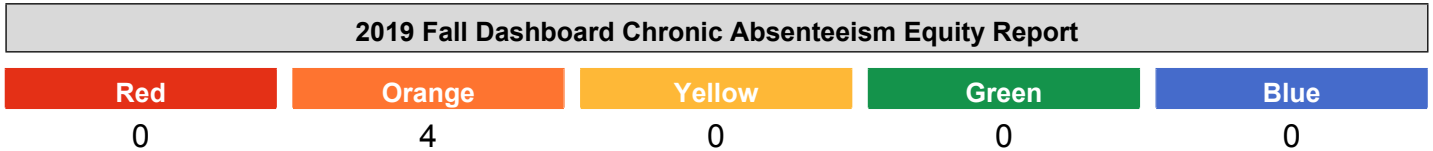
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  Orange 9.6 Increased Significantly +3.8 637 | <p>English Learners</p>  Orange 7.8 Increased Significantly +4.3 485 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |
| <p>Homeless</p>  No Performance Color 46.2 13 | <p>Socioeconomically Disadvantaged</p>  Orange 9.1 Increased Significantly +3.1 569 | <p>Students with Disabilities</p>  Orange 17.4 Increased +5.2 109 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 9.6 Increased Significantly +4 623 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color 0 11 |

Conclusions based on this data:

Due to the current COVID-19 Pandemic, the SBAC was not administered for the 2019-2020 School year. However, the data available show that all subgroups have declined in Chronic Absenteeism with the exception of Students with Disability. Chronic Absenteeism for Students with Disability have slightly increased. We continue to address absenteeism and students engagement across all sub-groups during the current distance learning situation with the universal implementation of Positive Behavior Intervention Supports (PBIS) and CHAMPS incentives program as permitted during distance learning. Our school staff strives to provide students a safe place conducive to learning where they can reflect on their learning and positive behavior during distance learning. The Rose Avenue Staff is working with our parents and students during distance learning. The School Counselor, Outreach Specialist, School Administrator are working together to address students' social-emotional needs so that students learn appropriate methods of dealing with sadness, anger or frustration during the current distance learning situation. The school counselor and outreach consultant have established a wellness and kindness club for students to further address the socio-emotional needs of students and to reduce chronic absenteeism and student engagement during distance learning by making connections and providing an incentives program for the students to better their school attendance and engagement during current distance learning instruction.

School and Student Performance Data

Academic Engagement Graduation Rate

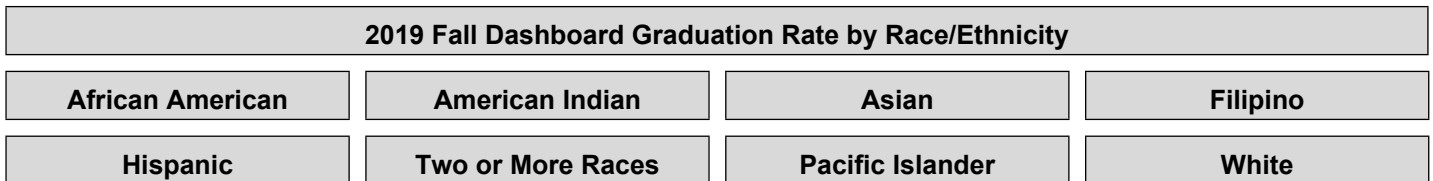
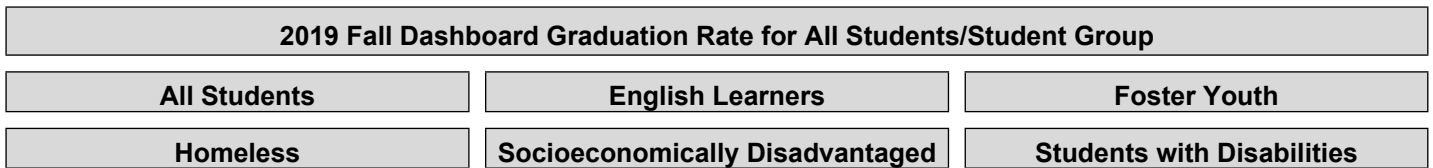
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

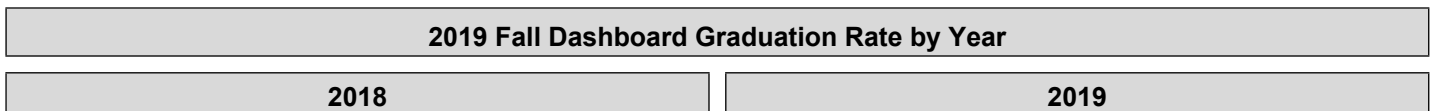
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

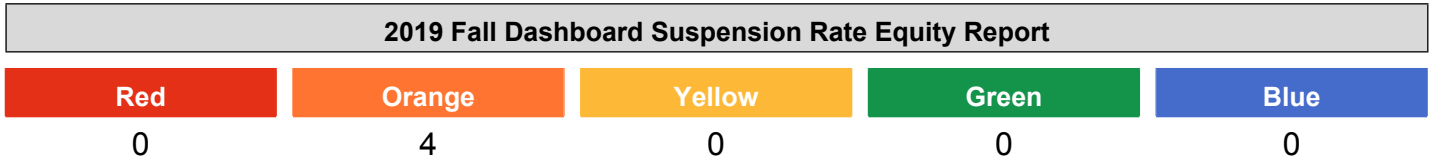
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:







This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  Orange 1.7 Increased +0.7 648 | <p>English Learners</p>  Orange 1.6 Increased +0.9 491 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 7 |
| <p>Homeless</p>  No Performance Color 0 14 | <p>Socioeconomically Disadvantaged</p>  Orange 1.6 Increased +0.5 579 | <p>Students with Disabilities</p>  Orange 3.7 Increased +1.5 109 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  Orange 1.7 Increased +0.8 634 |  No Performance Color Less than 11 Students - Data 2 |  No Performance Color Less than 11 Students - Data 1 |  No Performance Color 0 11 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 1 | 1.7 |

Conclusions based on this data:

Due to the current COVID-19 Pandemic, the SBAC was not administered for the 2019-2020 School year. However, based on the data available we conclude that while we had a decrease in the suspension rate from 2018 (1.%) to 2019 (0.56%), this is a significant decrease. Additionally, Rose Avenue School's suspension rate is well below the district average of 3.37% . This trend is continuing, since this is 2017-2018 data. the 2018 Fall Dashboard Suspension Rate for All Students/Student Group indicates that all subgroups have drastically declined in suspension rates due to the ongoing implementation of Positive Behaviors Interventions and Supports and CHAMPS school-wide. We continue to focus on PBIS/CHAMPS to maintain and decrease the suspension rate for the 2020-2021 school year during the current distance learning situation and once we come back on the school campus.

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 academic standards in reading, mathematics, and ELD.

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 |
|---|--|--|
| STAR Early Literacy K & 1st grade STAR 360 Reading 2nd -5th grades | The percentage of students who scored At or Above on the fall 2020 Benchmark: <ul style="list-style-type: none"> • Kindergarten - 36% • 1st grade - 19 % • 2nd grade - 20% • 3rd grade - 24% • 4th grade - 25% • 5th grade - 27% | 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 by: <ul style="list-style-type: none"> • Kindergarten - 26% • 1st grade - 47%. • 2nd grade - 35% • 3rd grade - 21% • 4th grade - 10% • 5th grade - 18% |
| CAASPP ELA | The percentage of students who Met or Exceeded the | Students will demonstrate growth by moving one or two levels across the different |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|--|---|
| | <p>standard on the CAASPP ELA at the end of the 18-19 year:</p> <ul style="list-style-type: none"> • 3rd grade - 28% • 4th grade - 16% • 5th grade - 21% | <p>bands in the SBAC and 5% of students will move from approaching to meeting and or exceeding the SBAC standards in ELA.</p> |
| 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>Students will demonstrate growth by moving one or two levels across the different bands in the SBAC and 5% of students will move from approaching to meeting and or exceeding the SBAC standards in Math.</p> |
| STAR 360 Math 1st - 5th grades | <p>The percentage of students who scored At or Above on the Fall Benchmark:</p> <ul style="list-style-type: none"> • 1st grade - 30 % • 2nd grade - 29% • 3rd grade - 29% • 4th grade - 21% • 5th grade - 12% | <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 by:</p> <ul style="list-style-type: none"> • 1st grade - 40%. • 2nd grade - 34% • 3rd grade - 27% • 4th grade - 44% • 5th grade - 29% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|--|
| Accelerated Reader Quizzes | <p>The percentage of students who Met Benchmark in Spring of 2020:</p> <ul style="list-style-type: none"> • 1st grade - 63 % • 2nd grade - 70% • 3rd grade - 81% • 4th grade - 79% • 5th grade - 79% | <p>The percentage of students attaining grade benchmark level of 85% and above on the Accelerated Reader quizzes by the end of the 2020-2021 school year will increase at least by 5%.</p> |
| ELPAC/Reclassification. ELPAC will be measured through Reclassification data. | <p>17% of English Learners in grades 3rd-5th were reclassified in 2019-2020.</p> | <p>All students will advance one level in their English proficiency.</p> <p>In the 2020-2021 school year, 5% of All English learners in 3rd-5th will meet ELPAC and ELA criteria for Reclassification.</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. Data chats occur at the end of each trimester between the principal and each subbed-out teacher. Data is analyzed to monitor student progress, growth, and determine interventions needed. A floating substitute will be provided for two full days 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)

2950.00

Title I
1000-1999: Certificated Personnel Salaries
Substitute 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

2. All TK-5th teachers will be teaming for ELD when it safe and feasible and students are back on campus and as permitted during distance learning. ELA and Math will be a grade level decision for teaming as safety guidelines permit.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

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. Provide incentives as recognition to students for goals met in Accelerated Reader (2nd - 5th) and STAR 360 (K - 5th). Three times a year students will receive certificates and incentives for meeting their trimester math and reading goals. At the end of the year, all students who have met both reading and math goals the entire year will participate in a 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)

6000.00

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies

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. Provide materials and supplies to TK-5 to support the instructional program and Interventions during distance learning and once students come back 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) | Source(s) |
|-----------|---|
| 13401.00 | Discretionary 4000-4999: Books And Supplies Materials and Supplies |
| 10000.00 | Discretionary 4000-4999: Books And Supplies Warehouse Charges Materials and Supplies |
| 3055.00 | Discretionary 5800: Professional/Consulting Services And Operating Expenditures Publication Graphics-Charges |

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. Teachers will participate in grade level collaboration on Wednesdays. In addition, grade levels will be given the option to be sub out for 2 hours bimonthly to discuss student performance and plan instruction accordingly while permitted by current 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) |
|-----------|-----------|
|-----------|-----------|

| | |
|----------|---|
| 8000.00 | Title III 1000-1999: Certificated Personnel Salaries Certificated Salary and Sub Cost |
| 10000.00 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Salary and Sub Cost |
| 1572.00 | Title III 3000-3999: Employee 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

6. Teachers will attend SEI/Dual Language Professional Development to support early literacy skills 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)

30.00

Source(s)

Discretionary
5800: Professional/Consulting Services And
Operating Expenditures
Workshop Attendance Fee

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. Maintain copy machines for teachers and staff to use for support with the instructional program during distance learning and once students come back 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)

2674.00

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
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.

K-2 students

Strategy/Activity

8. Students in grades K - 1 will use the STAR 360 Early Literacy to monitor and assess student progress during seven 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)

0

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures

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: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE

Strategy/Activity

9. Students in grades 2-5 will use the STAR 360 Reading to monitor and assess student progress once a month.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures

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: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE

Strategy/Activity

10. Provide a bag of essential supplies for all students before the start of distance learning 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)

0

Source(s)

See Strategy 4

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. Library technician will maintain and manage site library and provide support to teachers 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)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified 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.

2nd-5th grade students

Strategy/Activity

12. Students in grades 2 - 5 will use the STAR 360 Reading, Math, and Accelerated Reader monthly to monitor and assess 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)

0

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures

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-English Learners, Migrant, Special Education, SED, Foster, Homeless, GATE.

Strategy/Activity

13. App subscriptions for one-to-one devices to support student academic achievement and enrichment activities (Lexia, ST Math, MyOn, 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)

0

Source(s)

Centralized Services
5000-5999: Services And Other Operating Expenditures
Subscriptions and Apps

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.

Migrant students

Strategy/Activity

14. District Migrant Education Summer School to provide support for Migrant students as permitted by the current 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)

0

District Funded
1000-1999: Certificated Personnel Salaries
Migrant program

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.

2nd - 5th grade students and GATE

Strategy/Activity

15. Additional Library Tech support to open library extra time during non-working hours to provided students access to AR tests and after school enrichment, which will enhance our strand focus and support Reading, Math 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)

2000.00

Discretionary
2000-2999: Classified Personnel Salaries
Classified Salary

608.00

Discretionary
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, Migrant, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

16. Provide before and after school intensive intervention tutoring in ELA, Math, ELD for grades K-5 to mitigate the learning loss 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) |
|-----------|--|
| 10000.00 | Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries |
| 1966.00 | Title III 3000-3999: Employee Benefits Certificated Benefits |
| 5000.00 | Title I 1000-1999: Certificated Personnel Salaries |
| 982.50 | Title I 3000-3999: Employee Benefits |
| 15000.00 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries |
| 2947.50 | LCFF - Targeted 3000-3999: Employee Benefits |
| 561.00 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries |

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. Students will participate in field trips(virtual) and/or enrichment activities related to the strand focus and other curricular areas related to standards as permitted during the current 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) |
|-----------|-----------------|
| 2000.00 | LCFF - Targeted |

5000-5999: Services And Other Operating Expenditures
Services and 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

Provide headphones for all students to support distance learning attention and focus and minimize noise disruptions to maximize 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)

10298.00

Source(s)

Title I
4000-4999: Books 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-English Learners, Migrant, Special Education, SED, Foster, Homeless, GATE.

Strategy/Activity

19. Staff will monitor at-risk students through the MTSS process, CST, grade level meetings, and analysis of data. Substitute teachers will be used for teachers to attend 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)

0

Source(s)

No additional cost See Strategy 5

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.

At risk students- English Learners, Migrant, SED, Foster, Homeless, African-American,

Strategy/Activity

20. To mitigate the learning loss during distance learning, SST meetings will be held as necessary to address 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)

0

Source(s)

See Strategy 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 TK-2 and Special Education

Strategy/Activity

Provide stylus pencils to promote proper hand fine motor skills while using one to one devices during distance learning and current 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)

2000.00

Source(s)

LCFF - Targeted
4000-4999: Books 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.

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.

All students- English Learners, Migrant, Special Education, Homeless, GATE.

Strategy/Activity

21. Students will have opportunities to access technology for intervention or enrichment (i.e. iPads, laptops).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

District Funded
5000-5999: Services And Other Operating Expenditures

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.

All students

Strategy/Activity

22.Hire 2 Instructional Support Providers to provide Intervention in ELA; one district funded and one site funded for Math interventions based on data and 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) |
|-----------|--|
| 23996.00 | Title I 1000-1999: Certificated Personnel Salaries |
| 4715.21 | Title I 3000-3999: Employee Benefits Certificated Benefits |

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.

Special Education students

Strategy/Activity

23. IEP Meetings will be held as needed for annual and tri-annual reviews of special education student progress throughout the year for compliance and to meet student 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)

0

Source(s)

See Strategy 5 Sub 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.

Special Education Students

Strategy/Activity

24. Special Education Team members will meet the second and fourth Monday of the month to determine the dates for IEPs and to discuss potential 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)

0

Source(s)

No additional cost/ See Strategy 5

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.

All students

Strategy/Activity

25. Provide professional development to support the full implementation of: CCSS, state approved ELA/ ELD and math curriculum, intervention and safety procedures e.g. Technology, Canvas and (Canvas Leads), Zoom, IO, Lexia,ST Math, Mystery Science, Accelerated Reader, CHAMPS, GATE, disaster preparedness 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)

10000.00

3934.00

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Certificated Salary/Canvas Professional Development /Conference Cost

LCFF - Targeted
3000-3999: Employee Benefits
Certificated Benefits

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.

All students

Strategy/Activity

26. Teachers and support staff to attend professional development and conferences for professional growth to learn new strategies to support all students: GATE, CAG, PBIS, CAPS, Every Child Counts Symposium, CABE, Indigenous Conference, science, and CUE, restorative justice, 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)

579.29

Title I
5000-5999: Services And Other Operating Expenditures
Conference Cost

578.00

Title III
5000-5999: Services And Other Operating Expenditures
Professional Development and Conference Cost

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.

3rd - 5th grade students

Strategy/Activity

27. Provide students in grades 3-5 with academic agendas for the 2020-2021 school year to support home-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)

Source(s)

0

Discretionary
4000-4999: Books And Supplies
Materials and Supplies See Strategy 4

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.

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

Strategy/Activity

28. After School Program provides support to students and enrichment opportunities 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)

0

Source(s)

ASES
2000-2999: Classified Personnel Salaries
After School Program

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.

GATE Students

Strategy/Activity

29. Ensure that all GATE students have been assigned to one clustered classroom where they will be provided with extended learning and project based learning opportunities during distance learning and when back 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)

0

Source(s)

No additional cost (see strategy 5)

Strategy/Activity 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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-K Students

Strategy/Activity

30.School will continue to pay an additional two hours to TK-Kinder Paraprofessionals supporting the TK-Kindergarten classroom up until reduction of hours has been approved and paras return to their regular 3 hour shifts.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

LCFF - Intervention
2000-2999: Classified Personnel Salaries

Strategy/Activity 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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 2020-2021 school year, we will focus on and emphasize building rigor across all the grade levels; while providing necessary scaffolds during instruction to strengthen students skills on grade level standards. Students will be encouraged to meet their Accelerated Reader, STAR 360, ELA and MATH trimester goals to build their literacy skills, and reach their reading potential. Teachers will also focus on building student writing skills and abilities 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 and as measured by state summative assessments. In mathematics, teachers will continue to focus on implementing mathematical mindset strategies across all grade levels to enable students to be successful in building their academic vocabulary, as well as reasoning skills to succeed in the area of mathematics. We will continue to implement weekly Professional Learning Communities, where all grade level teams will meet to collaborate, analyze data from formative STAR 360, Reading, Early Literacy and Math, CAASPP Interim Assessment Blocks, ELD Assessments, writing prompts, as well as curriculum embedded assessments to monitor student achievement and identify learning needs, target and modify instruction. These analyses of data will enable teachers to identify students who need specific targeted interventions or referral to the Coordinated Students Team and/or Student Success Team to identify further supports and resources such small group specific targeted intervention, before and after school focused tutoring and/or enrichment opportunities. This actions will take place as permitted by current COVID-19 Pandemic and may be 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.

No major differences were identified. Funding was allocated for the intended implementation of the strategies and activities with limited resources. The funding was allocated to purchase apps the support our academic goals; however, some of the apps were underutilized. As a result data in the effectiveness of these apps was inconclusive due to the current pandemic Wi-Fi access during distance learning. For the 2020-2021 school year, we will continue building strong systematic approaches through our professional learning communities as permitted by current 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 analysis of the 2019-2020 SPSA, academic achievement results show the need to continue to build on purposeful structures and collaboration through professional learning

communities. We will prioritize preferred apps during distance learning by grade level and compare them to school-wide needs and outcomes. In addition, we will analyze the data connected to academic progress provided by the ISP that took place during the current distance learning situation. This will provide guidance in the decision to eliminate or maintain the position for the upcoming school year. We will also provide opportunities for English Learners academic development, which include after-school tutoring and enrichment in the writing domain. We will continue to focus on integrating Mathematical Mindset strategies in math to enable students to build their critical thinking skills during distance learning and continue once students come back on campus.

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 | Growth Mindset- 53% of 3rd-5th Students perceptions of whether they have the potential to change those factors that are central to their performance in school. | Growth Mindset- Increase by 10% student perception that they have the potential to change those factors that are central to their performance in school. |
| Suspension Rate | Suspension rates: All Students .53% during 2019-2020 school year | Reduce suspension rates by .25% |
| Office Discipline Referrals | Based on the data until March 2020 from the 2019-2020 school year, there were 54 office referrals. The referrals from the top two incident types were as follows: <ul style="list-style-type: none"> Caused/threatened/attempted physical harm, 38 which is a decrease from 48 the previous year. | Decrease the total referrals based on the number of students enrolled by 10% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|----------------------|---|--|
| | <ul style="list-style-type: none"> Disruption and defiance 17 which is a decrease from 37 the previous year. | |
| Chronic absence rate | Chronic absence rates for the 2019-2020 School year was 14.13% | Decrease the 2020-2021 chronic absence rates by 6% |

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. Continue with implementation of the PBIS/CHAMPS model both in the classroom and throughout the campus, with the PBIS/CHAMPS Committee identifying next steps and needed resources for school-wide CHAMPS 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)

0

Source(s)

No Additional Cost/See Goal 1 Strategy 5

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. School Counselor to support with after school enrichment activities 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)

4000.00

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Certificated Salary 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

3. Provide PBIS/CHAMPs incentives to support positive student behavior and CHAMPs Actives Room where students use calming alternatives activities and supports when experiencing a difficult time in the classroom or during recess as alternative 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)

6000.00

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies

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. Support positive school daily attendance and student engagement:

- School wide attendance program with incentives
- Parent mediation meetings and Conferences
- After Attendance Q Club provided by 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) |
|-----------|--|
| 3000.00 | Title I 2000-2999: Classified Personnel Salaries Classified Salary |
| 912.00 | Title I 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

4. Following safety guidelines, we will hold positive behavior assemblies tied into academic reading programs, math, and PBIS/CHAMPS as permitted by current distance learning and once students comeback 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) | Source(s) |
|-----------|--------------------|
| 0 | 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.

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 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

5. 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)

0

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
See Goal 1 Strategy 5

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

6. Campus Supervisors will provide school safety supervision before school, during recesses, lunch, and during school 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)

0

Source(s)

District Funded
2000-2999: Classified Personnel Salaries

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

7. 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)

600.00

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
Contract for Shredding Services (United Document Storage)

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

8. The Outreach Consultant will work with students, families, and school staff who need additional supports and provide student services, resources, apps 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)

0

Source(s)

See Strategy 4

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

9. Establish and implement Comprehensive Safety School Plan in which to practice:

- Monthly fire drills
- Monthly Priority 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) |
|-----------|-----------|
| 0 | |

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.

All students

Strategy/Activity

10. School Counselor will provide social-emotional support for students and parents through individual/group support/meetings and seek/refer students to outside services as deemed 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) |
|-----------|---|
| 0 | District Funded 1000-1999: Certificated Personnel Salaries See Strategy 2 |

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

11. Following safety guidelines, provide school based assemblies for student enrichment, Anti Bullying, PBIS, Behavior Expectations, Attendance and Engagement (may be 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)

0

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.

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.

All students

Strategy/Activity

12. Certificated and classified staff are to receive ongoing training on CHAMPS, Restorative Justice practices, and NCPI. Further review, discussion, and implementation of CHAMPS will be conducted by 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)

0

No Additional Cost/See Goal 1 Strategy 5

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

13. Campus supervisors will be trained in the "On the Playground" Program to be equipped with student conflict resolution strategies on the playground and Positive Behaviors Intervention and Supports/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)

Source(s)

0

No Additional Cost/School Counselor and PBIS Team will Provide Training.

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

14. The safety committee will meet to review the School Safety Plan. Events will be planned that promote school safety during the current pandemic and revisions will be made to improve ongoing emergency disaster preparedness and safety guidelines to address the current situation. In addition, we will continue to partner with community services in conducting monthly emergency preparedness drills (fire, earthquake, and lockdown drills, safety mandated 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)

0

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated Personnel Salaries Cost of teacher
extra hours (See goal 1) strategy 5

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

15. Maintain a site PBIS team to lead school in the continual implementation of the district adopted PBIS approach. Team will convene monthly to create actions that support the PBIS plan, implement those actions and make revisions as needed. This year we will focus on our 2020-2021 EOY action plan, which includes providing professional development, creating resources for teachers, and sharing data that monitors our progress towards decreasing the overall number of student office discipline referrals and suspensions. In addition, the team will meet to develop possible actions that support teachers who have concerns regarding individual student behavior. Address needs during distance learning and current 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)

0

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
Certificated Personnel Salaries PBIS Extra
hours (See goal 1) Strategy 5

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

16. Hold monthly anti-bullying activities, make a school anti-bullying video and implement the Bully Stopper Program as part of the PBIS/CHAMPS Anti-Bullying Program as permitted during distance learning and once students comeback on campus (may be 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)

0

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

17. Utilize MTSS/Rtl model for behavior plan and district discipline matrix (ODR) process to support positive student behavior and hire a limited term campus supervisor to support with safety guidelines when students comeback 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)

8000.00

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Classified 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 Student: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

18. The Panorama Survey and The California Healthy Kids Survey (CHKS) will be administered to students and staff to obtain data of our school climate and student social emotional needs. We will utilize feedback to guide the PBIS/CHAMPS 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)

0

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 5th grade students

Strategy/Activity

19. Ensure a successful transition from elementary school to middle school by coordinating with district Middle Schools sites to conduct elementary school visits to promote and encourage 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)

0

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

Strategy/Activity

Provide plastic tubs for each student to store materials and supplies for health and safety 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)

| | |
|---------|---|
| 4000.00 | LCFF - Targeted 4000-4999: Books And Supplies |
| 927.50 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries |

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: 2019-20

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 School received the platinum level recognition 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. The 2019-2020 California Healthy Kids Survey for Rose Avenue supports this conclusion as it indicated a 42 % increase in students reporting of meaningful participation at school. Based on an analysis of our attendance data for 2019-2020 school year, school-wide, most grade levels did not meet the goal to increase the overall attendance rate and there was no significant change.

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

Funding had been allocated for the intended implementation of strategies, activities and resources. The funding budgeted for attendance activities was sufficient to cover the planned activities and student incentives; All the activities took place consistently, and funding allocated was not enough for all the incentives that were required. Our attendance rate was not impacted, due to the fact that the attendance activities were focused on student behavior and not on parent awareness. This coming school year we will focus on reaching more parents by providing informational meetings on the importance of attendance. thereby increasing parent awareness..

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 parents and students. Attendance incentives will be purchased throughout the year for individual students and classes that meet attendance goals. We will use student attendance certificates to recognize students have consistent attendance. We have established a positive intervention attendance club to check-

in with students with chronic absenteeism and find resources and supports to better their attendance and to ensure our goal to increase our daily attendance. We will also implementing monitoring protocols on a monthly 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

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 and Participation at school meetings based on sign-in sheets. | Parent attendance to parenting classes and activities was between 30 to 77 parents per event up until March of 2020. | Increase attendance during distance learning at parent education and activities that focus on helping parents connect to school and how to help students succeed in school by 10%. |
| ELAC Parent Participation | Parent attendance at ELAC meetings according to attendance rosters is between 30 to 50 parents per meeting until March of 2020. | Increase attendance during distance learning at ELAC meetings by 10%. |
| Rose Avenue Distance Learning Survey-Percentage of parents that feel satisfied with communication and respected when visiting our school during the School Closure. | According to the 2019-2020 Rose Avenue Distance Learning Parent Survey; of 220 parents that participated, 62% of parents felt welcome and very satisfied, 33% felt satisfied, 6% somewhat satisfied with the school | Increase the number of participants by 20% and reduce the percentage of parents who felt somewhat satisfied by 3% Use other methods of providing the survey so that more parent participate and provide responses. |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|--|------------------|
| | communication during the school closure. | |

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. Conduct Title I quarterly meetings to discuss distance learning, implement Parent Compact and Parent Involvement Policy.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0

Source(s)

Title III
2000-2999: Classified 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.

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 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

2. Parents are welcomed at monthly parent meetings via Zoom: ELAC, SSC, PTA 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)

0

Source(s)

Title III
2000-2999: Classified Personnel Salaries
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

3. Families will receive communication regarding educational topics, safety, school news, procedures, events, and activities through Blackboard ConnectEd, Peachjar, school website, marquee and social 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)

0

Source(s)

District Funded
5900: Communications
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

4. Parent Compact and Parent Engagement Policy will be developed and revised at parent meetings. (SSC and 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) |
|-----------|---|
| 0 | Title I 2000-2999: Classified Personnel Salaries 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

5. Parent/Teacher conferences will be held to inform families of student progress, as necessary, 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) |
|-----------|--|
| 400.00 | Title III 2000-2999: Classified Personnel Salaries Verbal Translation Extra Help |
| 122.00 | Title III 3000-3999: Employee 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.

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 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

6. Celebration of Learning Awards and Character Traits drive through at the end of 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)

0

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and supplies, balloons, pencils, certificates, helium

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.

At risk students

Strategy/Activity

7. Encourage parents to participate either in person or via Zoom in SSTs/IEPs 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)

0

Source(s)

Title I
5900: Communications
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

8. Conduct an annual parent survey/distance learning to help identify parent needs to support 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)

0

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures
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.

English Learners

Strategy/Activity

9. Inform parents at ELAC meetings of the needed growth in ELD as measured by ELPAC assessments, EL Master Plan, Reclassification and EL related 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)

0

Source(s)

Title III
2000-2999: Classified Personnel Salaries
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

10. Staff to provide support at meetings and events (translation, babysitting, custodial 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) |
|-----------|---|
| 2000.00 | Discretionary 2000-2999: Classified Personnel Salaries |
| 1206.00 | Discretionary 3000-3999: Employee 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

11. Provide support for parents in areas of attendance, social skills, Canvas use, and distance learning through meetings and 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) |
|-----------|---|
| 0 | Title I 2000-2999: Classified Personnel Salaries Classified Salary |
| 0 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Salary-School Counselor See Strategy __ Goal 2 |

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.

TK-Kindergarten students

Strategy/Activity

12. Provide a parent night for parents of incoming TK-Kindergarten students to familiarize them with school and classroom student 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)

0

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
No Additional Cost/See Goal 1 Strategy 5

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.

All students

Strategy/Activity

13. Parent nights will be held in some grade levels for parents to meet their child's teachers and receive support on navigating technology to support students at home 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)

0

Source(s)

Title I
1000-1999: Certificated Personnel Salaries
No additional cost/See Goal 1 Strategy 5

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

14. "Navigating the School System" workshops will be provided to parents two times a year. Also, parents will be informed of the major components of CHAMPS, the schools' positive behavior plan 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)

0

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
No Additional Cost/ See Strategy 11

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 2nd grade students

Strategy/Activity

15. Families are invited for a Art/Science Gallery 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)

0

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
No Additional Cost/See Goal 1, Strategy 5

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.

English Learners

Strategy/Activity

16. Invite parents of English Learners 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)

0

Source(s)

Title III
2000-2999: Classified Personnel Salaries
No Additional Cost/ See Goal 1 Strategy
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.

All students

Strategy/Activity

11. Hold the annual Family Health and Wellness Carnival to provide community resources to school families and encourage family engagement.-If Permitted following safety guidelines due to current 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)

0

LCFF - Targeted
4000-4999: Books And Supplies
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.

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: 2019-20

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 reflect high levels of interest in parent educational topics and participation at school held meetings. However, parent attendance at grade level and school-wide showcases of learning events was not high in some grade levels. We observed 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 for 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 Rose Avenue. All actions have been scheduled in the master calendar and communicated to all parent via various communication modes, Peachjar, Twitter, Facebook, school website, flyers sent home, and school marquee to reach all the parents and increase participation.

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

Funding was allocated for the intended implementation of strategies and activities. Funding was also allocated for teachers and parents to attend the local and state CAFE conference. There was a high interest of parents wanting attend the local and State conferences from both ELAC and SSC, Nevertheless, due to the current COVID-19 Pandemic, some of our parents did not feel comfortable attending the conferences via online platforms. Parent attendance for conferences will continue to be encouraged and support will be offered to assist with technology.

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 and participation at parental programs and events, 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 parent involvement and student achievement at Rose Avenue. In addition we will be more consistent with the use of technology tools available to communicate and inform our parents. The school principal will continue to reach out to parents and be visible and accessible to parents. Out Reach Consultant will make connections and provide more outreach opportunities for 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 | \$93,809.00 |
| Total Federal Funds Provided to the School from the LEA for CSI | \$00 |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$186,015.00 |

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 | \$52,433.00 |
| Title III | \$22,638.00 |

Subtotal of additional federal funds included for this school: \$75,071.00

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 (\$) |
|-------------------------|-------------|
| | \$0.00 |
| ASES | \$0.00 |
| Centralized Services | \$0.00 |
| Discretionary | \$35,574.00 |
| District Funded | \$0.00 |
| LCFF - Intervention | \$561.00 |
| LCFF - Targeted | \$74,809.00 |

Subtotal of state or local funds included for this school: \$110,944.00

Total of federal, state, and/or local funds for this school: \$186,015.00

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 |
|---------------------|-----------|---------|
| Discretionary | 35,574.00 | 0.00 |
| Title I | 52,433.00 | 0.00 |
| Title III | 22,638.00 | 0.00 |
| LCFF - Targeted | 74,809.00 | 0.00 |
| LCFF - Intervention | 561.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|----------------------|-----------|
| | 0.00 |
| ASES | 0.00 |
| Centralized Services | 0.00 |
| Discretionary | 35,574.00 |
| District Funded | 0.00 |
| LCFF - Intervention | 561.00 |
| LCFF - Targeted | 74,809.00 |
| Title I | 52,433.00 |
| Title III | 22,638.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|----------------------|--------|
| | | 0.00 |
| | | 0.00 |
| 2000-2999: Classified Personnel Salaries | ASES | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | Centralized Services | 0.00 |

| | | |
|---|---------------------|-----------|
| 2000-2999: Classified Personnel Salaries | Discretionary | 4,000.00 |
| 3000-3999: Employee Benefits | Discretionary | 1,814.00 |
| 4000-4999: Books And Supplies | Discretionary | 23,401.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 3,274.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Discretionary | 3,085.00 |
| 1000-1999: Certificated Personnel Salaries | District Funded | 0.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 0.00 |
| 5000-5999: Services And Other Operating Expenditures | District Funded | 0.00 |
| 5900: Communications | District Funded | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 561.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Intervention | 0.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 39,927.50 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 8,000.00 |
| 3000-3999: Employee Benefits | LCFF - Targeted | 6,881.50 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 18,000.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 31,946.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 3,000.00 |
| 3000-3999: Employee Benefits | Title I | 6,609.71 |
| 4000-4999: Books And Supplies | Title I | 10,298.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 579.29 |
| 5900: Communications | Title I | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 18,000.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 400.00 |
| 3000-3999: Employee Benefits | Title III | 3,660.00 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 578.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 154,847.50 |
| Goal 2 | 27,439.50 |
| Goal 3 | 3,728.00 |

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 |
| Leticia Vidal | Classroom Teacher |
| Maribel De Loa Cahue | Classroom Teacher |
| Melissa Haupt | Classroom Teacher |
| Raquel Rodriguez | Other School Staff |
| Adelina Arzola | Parent or Community Member |
| Maribel Torres | Parent or Community Member |
| Ruth Martinez | Parent or Community Member |
| Azucena Gonzalez | Parent or Community Member |
| Jo Ann Olivares | 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 10/15/2020.

Attested:

| | |
|---|--|
|  | Principal, Pablo Ordaz on 10/15/2020 |
|  | SSC Chairperson, Ruth Martinez on 10/15/2020 |

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: **2020-21**



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 |
|-------------------------|-----------------------------------|--|---------------------------|
| Sierra Linda Elementary | 56725386055388 | October 15, 2020 | November 04, 2020 |

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 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 staff has been transitioning and 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 apps such as STAR360 in ELA and Math, Lexia/Core5, myOn, ST Math, and Accelerated Reader.

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. 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 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. The EL students' progress are 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 students.

We have instituted an instructional and behavior intervention program, using the MTSS model, which revolves around ensuring that students are successful. Students receive differentiated instruction in reading in all grade levels during the week. Through district funding, the district has hired Intervention Service Provider teachers (ISP) in order to support this program. The student groups are small and the instruction is targeted to specific reading needs based on STAR Reading 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 360 data to focus on Reading and Math skills during regular classroom instruction.

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, 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. A full time counselor is part of our staff. The counselor works with 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 and "Coffee with the Principal," 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.

Informal and formal classroom observations were conducted by peers and administration. Students were observed using academic language to explain how or why they got their answers. Increase of engagement strategies was beneficial for all students. Thus, discussions were focused on effectiveness and consistency of common best practices. These strategies were used both in ELA and Math lessons.

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 following assessment tools will be used:
STAR 360--Early Literacy, Reading and Math assessments
ELPAC
ELD Unit Assessments
IABs
BPSTs (basic literacy assessment)
Math and ELA curriculum assessments
Teacher created assessments
Previous year's CAASPP results

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), ELD, and ELA teaming, Tier 1 and Tier 2 interventions are determined for reflection on current instructional strategies and data. Data from STAR360, 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 who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math.

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. In addition, staff agreed to collaboration at least twice more a month as needed to address student needs. Instructional leadership committee (grade level leads) discuss and agree upon topics for 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)

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, 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 4-8 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. 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)

Parents are encouraged to participate and support Sierra Linda students by becoming involved through a variety of educational and advisory opportunities throughout the year. These include but are not limited to:

- *Class and virtual/ in-person (if available) field trip volunteers
- *PTA events, such as Jog-a-Thon (when we safely return to school), meetings, and virtual fundraisers
- *School Site Council
- *ELAC monthly meetings
- *Parent Nutrition Classes
- *Triple P parenting classes (Virtually in the Spring 2021)
- *Coffee with the Principal/Title 1 meetings
- *Awards Assemblies
- *Read-a-Across America (as readers)
- *Parent Training provided by English Learner Department

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 2020-21 school year. Parents, community members, classroom teachers, and other school personnel serve a vital role in guiding the planning, implementation, and evaluation of our Student 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 2020-21 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. 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, 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)

Title 1 and Title 3 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 Title 1 or Title 3 funds to enable underperforming students to meet the standards. The implementation of some of the strategies below will be done virtually until it is safe to return to in-person instruction.:

- *Tutoring
- *Staff Collaboration (Virtually)
- *Professional Development and conferences (Virtually)
- *Parent Conferences (CABE- Virtually)
- *Enrichment Field Trips
- *Substitutes for Grade Level Collaborations and 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 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 SPSA during September and October. ELAC members review and give recommendations during the October meetings. All parent committees (SSC, ELAC, PTA, ELAC) participated in the development of the SPSA. School Site Council reviewed and approved the SPSA. 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.

The inequities identified as a result of the required needs assessments were:

- Need for two ISPs in order to support EL students and target academic interventions, late hiring of the ISPs.
- Vacant Kindergarten Paraprofessional position
- Substitute Shortage impacted Professional Collaboration, daily instruction and intervention.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|-------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0.14% | % | 0% | 1 | | 0 |
| African American | 1.43% | 0.6% | 0.66% | 10 | | 4 |
| Asian | % | % | 0% | | | 0 |
| Filipino | 0.72% | 0.1% | 0.66% | 5 | | 4 |
| Hispanic/Latino | 91.82% | 94% | 92.56% | 640 | | 560 |
| Pacific Islander | % | % | 0.17% | | | 1 |
| White | 5.45% | 4.7% | 4.96% | 38 | | 30 |
| Multiple/No Response | % | % | 0.99% | | | 0 |
| Total Enrollment | | | | 697 | | 605 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 136 | | 116 |
| Grade 1 | 121 | | 93 |
| Grade 2 | 114 | | 88 |
| Grade3 | 116 | | 106 |
| Grade 4 | 114 | | 98 |
| Grade 5 | 96 | | 104 |
| Total Enrollment | 697 | | 605 |

Conclusions based on this data:

Student enrollment decreased due to program choice offered at school sites, transitioning from TBE and SEI instructional programs to an SEI only program. Sierra Linda served as an over-enrollment school for all students, thus some grade levels are higher in some years versus others. In addition, many students return to their home schools during the year, when space becomes available at that site. 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | | | 323 | | | 53.4% |
| Fluent English Proficient (FEP) | | | 42 | | | 6.9% |
| Reclassified Fluent English Proficient (RFEP) | | | 43 | | | 11.1% |

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

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 117 | 117 | 106 | 117 | 117 | 106 | 117 | 117 | 106 | 100 | 100 | 100 |
| Grade 4 | 98 | 113 | 104 | 98 | 110 | 104 | 98 | 110 | 104 | 100 | 97.3 | 100 |
| Grade 5 | 119 | 95 | 106 | 119 | 94 | 105 | 119 | 94 | 105 | 100 | 98.9 | 99.1 |
| All Grades | 334 | 325 | 316 | 334 | 321 | 315 | 334 | 321 | 315 | 100 | 98.8 | 99.7 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2356. | 2358. | 2376. | 6.84 | 2.56 | 9.43 | 6.84 | 10.26 | 16.04 | 29.06 | 32.48 | 26.42 | 57.26 | 54.70 | 48.11 |
| Grade 4 | 2398. | 2407. | 2422. | 2.04 | 8.18 | 12.50 | 14.29 | 15.45 | 21.15 | 22.45 | 23.64 | 19.23 | 61.22 | 52.73 | 47.12 |
| Grade 5 | 2435. | 2428. | 2452. | 5.88 | 3.19 | 8.57 | 23.53 | 20.21 | 18.10 | 17.65 | 19.15 | 26.67 | 52.94 | 57.45 | 46.67 |
| All Grades | N/A | N/A | N/A | 5.09 | 4.67 | 10.16 | 14.97 | 14.95 | 18.41 | 23.05 | 25.55 | 24.13 | 56.89 | 54.83 | 47.30 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 10.26 | 5.98 | 13.21 | 31.62 | 39.32 | 43.40 | 58.12 | 54.70 | 43.40 |
| Grade 4 | 2.04 | 11.82 | 11.54 | 48.98 | 41.82 | 48.08 | 48.98 | 46.36 | 40.38 |
| Grade 5 | 10.08 | 4.26 | 14.29 | 36.13 | 50.00 | 43.81 | 53.78 | 45.74 | 41.90 |
| All Grades | 7.78 | 7.48 | 13.02 | 38.32 | 43.30 | 45.08 | 53.89 | 49.22 | 41.90 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 5.98 | 1.71 | 1.89 | 31.62 | 35.90 | 46.23 | 62.39 | 62.39 | 51.89 |
| Grade 4 | 7.14 | 9.09 | 6.73 | 41.84 | 37.27 | 48.08 | 51.02 | 53.64 | 45.19 |
| Grade 5 | 10.92 | 7.45 | 8.57 | 37.82 | 37.23 | 45.71 | 51.26 | 55.32 | 45.71 |
| All Grades | 8.08 | 5.92 | 5.71 | 36.83 | 36.76 | 46.67 | 55.09 | 57.32 | 47.62 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 5.13 | 6.84 | 7.55 | 60.68 | 58.97 | 63.21 | 34.19 | 34.19 | 29.25 |
| Grade 4 | 3.06 | 5.45 | 7.69 | 46.94 | 70.91 | 68.27 | 50.00 | 23.64 | 24.04 |
| Grade 5 | 7.56 | 3.19 | 7.62 | 58.82 | 51.06 | 54.29 | 33.61 | 45.74 | 38.10 |
| All Grades | 5.39 | 5.30 | 7.62 | 55.99 | 60.75 | 61.90 | 38.62 | 33.96 | 30.48 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.84 | 4.27 | 11.32 | 39.32 | 50.43 | 48.11 | 53.85 | 45.30 | 40.57 |
| Grade 4 | 6.12 | 7.27 | 10.58 | 53.06 | 50.00 | 49.04 | 40.82 | 42.73 | 40.38 |
| Grade 5 | 13.45 | 8.51 | 14.29 | 34.45 | 43.62 | 44.76 | 52.10 | 47.87 | 40.95 |
| All Grades | 8.98 | 6.54 | 12.06 | 41.62 | 48.29 | 47.30 | 49.40 | 45.17 | 40.63 |

Conclusions based on this data:

We compared several years of data. We have identified specific areas of strength/weakness per grade level. The percentage of students in the "at/above" standard increased while the percentage of students in the "below" standard decreased between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met (DFM) by 17.8% in Language Arts. Our current 5th grade decreased DFM by 17.5% in Language Arts. In three of the four domains of Reading, Listening and Research & Inquiry, all grades for the 2018-19 academic year the percentage increased in the "above" standard area. Although we are extremely proud of the gains made by our students, it is also evident that 51% of our students demonstrated no movement in ELA. The domain of Writing has been identified as an area of focus across all grade levels. In order to address the areas of greatest concerns, the staff is committed to collaborate on best instructional practices to increase student engagement and address academic needs. We will dedicate PLC/Collaboration meeting time to discuss best instructional practices, primarily in Writing, Language Arts and Math. Grade level teams will dedicate up to an additional two hours a month to continue reviewing student progress and daily instruction. There will be some common topics and some grade level specific topics discussed during collaboration time. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions can also be supported by small group instruction provided by Intervention Support Providers (ISP).

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 117 | 117 | 106 | 117 | 117 | 106 | 117 | 117 | 106 | 100 | 100 | 100 |
| Grade 4 | 98 | 113 | 104 | 98 | 110 | 103 | 98 | 110 | 103 | 100 | 97.3 | 99 |
| Grade 5 | 119 | 95 | 106 | 119 | 94 | 105 | 119 | 94 | 105 | 100 | 98.9 | 99.1 |
| All Grades | 334 | 325 | 316 | 334 | 321 | 314 | 334 | 321 | 314 | 100 | 98.8 | 99.4 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2368. | 2369. | 2378. | 4.27 | 4.27 | 3.77 | 15.38 | 11.11 | 19.81 | 23.93 | 28.21 | 25.47 | 56.41 | 56.41 | 50.94 |
| Grade 4 | 2384. | 2396. | 2413. | 0.00 | 0.91 | 2.91 | 4.08 | 6.36 | 14.56 | 29.59 | 34.55 | 33.98 | 66.33 | 58.18 | 48.54 |
| Grade 5 | 2415. | 2400. | 2420. | 1.68 | 0.00 | 1.90 | 6.72 | 4.26 | 5.71 | 22.69 | 11.70 | 22.86 | 68.91 | 84.04 | 69.52 |
| All Grades | N/A | N/A | N/A | 2.10 | 1.87 | 2.87 | 8.98 | 7.48 | 13.38 | 25.15 | 25.55 | 27.39 | 63.77 | 65.11 | 56.37 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|--|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | |
| Grade 3 | 11.97 | 11.11 | 10.38 | 23.93 | 22.22 | 35.85 | 64.10 | 66.67 | 53.77 | |
| Grade 4 | 2.04 | 1.82 | 7.77 | 12.24 | 17.27 | 27.18 | 85.71 | 80.91 | 65.05 | |
| Grade 5 | 3.36 | 2.13 | 2.86 | 14.29 | 8.51 | 16.19 | 82.35 | 89.36 | 80.95 | |
| All Grades | 5.99 | 5.30 | 7.01 | 17.07 | 16.51 | 26.43 | 76.95 | 78.19 | 66.56 | |

| Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 7.69 | 4.27 | 6.60 | 42.74 | 39.32 | 43.40 | 49.57 | 56.41 | 50.00 |
| Grade 4 | 1.02 | 2.73 | 1.94 | 31.63 | 33.64 | 38.83 | 67.35 | 63.64 | 59.22 |
| Grade 5 | 2.52 | 1.06 | 2.86 | 34.45 | 23.40 | 28.57 | 63.03 | 75.53 | 68.57 |
| All Grades | 3.89 | 2.80 | 3.82 | 36.53 | 32.71 | 36.94 | 59.58 | 64.49 | 59.24 |

| Communicating Reasoning Demonstrating ability to support mathematical conclusions | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 6.84 | 5.98 | 9.43 | 44.44 | 41.88 | 44.34 | 48.72 | 52.14 | 46.23 |
| Grade 4 | 1.02 | 3.64 | 6.80 | 29.59 | 37.27 | 44.66 | 69.39 | 59.09 | 48.54 |
| Grade 5 | 3.36 | 2.13 | 1.90 | 30.25 | 23.40 | 41.90 | 66.39 | 74.47 | 56.19 |
| All Grades | 3.89 | 4.05 | 6.05 | 35.03 | 34.89 | 43.63 | 61.08 | 61.06 | 50.32 |

Conclusions based on this data:

As we compare several years of data, we have identified specific areas of strengths/weaknesses per grade level. The percentage of students in grades 3 and 4 in the "Above Standard" score almost doubled between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met (DFM) by 10.4% in Math. Our current 5th grade decreased DFM by 18.2% in Math. In all three of the domains of Concepts and Procedures, Problem Solving and Reasoning, all grades decreased the percentage of students below standard. Although we are extremely proud of the gains made by our students, it is also evident that 65% of our students demonstrated no movement in Math. In order to address the areas of greatest concerns, students not making any overall growth, the teaching staff is committed to focusing collaboration time on addressing best instructional practices to increase student engagement and Writing across content areas. Therefore, we are committed to using math journals and Math talks within our daily instructional practices. We will focus on best instructional practices during PLC/Collaboration time. Grade level teams have the opportunity to work together up to an additional two hours a month to continue reviewing student progress and daily instruction. The topics of discussion and collaboration have been agreed upon by site instructional leadership team. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. In addition, staff has begun working with the district Math Manager and using resources from Jo Boaler to discuss best instructional practices in Math. In the area of mathematics, growth mindset concepts will be implemented into the daily routine. The teachers that went to the summer math training on growth mindset are leading discussions within their grade levels. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day,

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | | 1414.3 | | 1428.2 | | 1381.7 | | 75 |
| Grade 1 | | 1454.7 | | 1463.2 | | 1445.7 | | 68 |
| Grade 2 | | 1508.3 | | 1504.8 | | 1511.4 | | 77 |
| Grade 3 | | 1471.3 | | 1460.7 | | 1481.5 | | 38 |
| Grade 4 | | 1511.8 | | 1497.4 | | 1525.6 | | 55 |
| Grade 5 | | 1446.7 | | 1444.1 | | 1448.9 | | 31 |
| All Grades | | | | | | | | 344 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 6.67 | | 40.00 | | 38.67 | | 14.67 | | 75 |
| 1 | | 14.71 | | 30.88 | | 42.65 | | 11.76 | | 68 |
| 2 | | 29.87 | | 44.16 | | 22.08 | | 3.90 | | 77 |
| 3 | | 7.89 | | 36.84 | | 34.21 | | 21.05 | | 38 |
| 4 | | 16.36 | | 45.45 | | 32.73 | | 5.45 | | 55 |
| 5 | | 12.90 | | 48.39 | | 16.13 | | 22.58 | | 31 |
| All Grades | | 15.70 | | 40.41 | | 32.27 | | 11.63 | | 344 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 13.33 | | 38.67 | | 30.67 | | 17.33 | | 75 |
| 1 | | 22.06 | | 32.35 | | 35.29 | | 10.29 | | 68 |
| 2 | | 42.86 | | 35.06 | | 18.18 | | 3.90 | | 77 |
| 3 | | 18.42 | | 34.21 | | 15.79 | | 31.58 | | 38 |
| 4 | | 25.45 | | 50.91 | | 12.73 | | 10.91 | | 55 |
| 5 | | 32.26 | | 41.94 | | 3.23 | | 22.58 | | 31 |
| All Grades | | 25.87 | | 38.37 | | 21.80 | | 13.95 | | 344 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 2.67 | | 25.33 | | 50.67 | | 21.33 | | 75 |
| 1 | | 7.35 | | 29.41 | | 42.65 | | 20.59 | | 68 |
| 2 | | 20.78 | | 49.35 | | 18.18 | | 11.69 | | 77 |
| 3 | | 2.63 | | 26.32 | | 47.37 | | 23.68 | | 38 |
| 4 | | 9.09 | | 43.64 | | 36.36 | | 10.91 | | 55 |
| 5 | | 6.45 | | 12.90 | | 54.84 | | 25.81 | | 31 |
| All Grades | | 9.01 | | 33.43 | | 39.53 | | 18.02 | | 344 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 12.00 | | 72.00 | | 16.00 | | 75 | |
| 1 | | 44.12 | | 51.47 | | 4.41 | | 68 | |
| 2 | | 49.35 | | 46.75 | | 3.90 | | 77 | |
| 3 | | 7.89 | | 52.63 | | 39.47 | | 38 | |
| 4 | | 21.82 | | 65.45 | | 12.73 | | 55 | |
| 5 | | 9.68 | | 67.74 | | 22.58 | | 31 | |
| All | | 27.62 | | 58.72 | | 13.66 | | 344 | |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | | |
|--|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|--|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | |
| K | | 21.33 | | 60.00 | | 18.67 | | 75 | |
| 1 | | 14.71 | | 70.59 | | 14.71 | | 68 | |
| 2 | | 35.06 | | 58.44 | | 6.49 | | 77 | |
| 3 | | 34.21 | | 42.11 | | 23.68 | | 38 | |
| 4 | | 41.82 | | 49.09 | | 9.09 | | 55 | |
| 5 | | 67.74 | | 6.45 | | 25.81 | | 31 | |
| All Grades | | 31.98 | | 53.20 | | 14.83 | | 344 | |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 1.33 | | 78.67 | | 20.00 | | 75 |
| 1 | | 19.12 | | 55.88 | | 25.00 | | 68 |
| 2 | | 16.88 | | 70.13 | | 12.99 | | 77 |
| 3 | | 0.00 | | 71.05 | | 28.95 | | 38 |
| 4 | | 5.45 | | 76.36 | | 18.18 | | 55 |
| 5 | | 19.35 | | 54.84 | | 25.81 | | 31 |
| All Grades | | 10.47 | | 68.90 | | 20.64 | | 344 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 24.00 | | 44.00 | | 32.00 | | 75 |
| 1 | | 5.88 | | 76.47 | | 17.65 | | 68 |
| 2 | | 22.08 | | 68.83 | | 9.09 | | 77 |
| 3 | | 10.53 | | 78.95 | | 10.53 | | 38 |
| 4 | | 20.00 | | 70.91 | | 9.09 | | 55 |
| 5 | | 6.45 | | 64.52 | | 29.03 | | 31 |
| All Grades | | 16.28 | | 65.99 | | 17.73 | | 344 |

Conclusions based on this data:

The above data is two years old. Due to the COVID-19 school closure, the ELPAC was not assessed during the 2019-2020 school year. However, in reviewing the above baseline data, Writing is our area of greatest need. Our teachers have committed to writing across all content areas.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 661 | 79.7 | 58.4 | 0.9 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 386 | 58.4 |
| Foster Youth | 6 | 0.9 |
| Homeless | 15 | 2.3 |
| Socioeconomically Disadvantaged | 527 | 79.7 |
| Students with Disabilities | 83 | 12.6 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 4 | 0.6 |
| Filipino | 2 | 0.3 |
| Hispanic | 621 | 93.9 |
| Two or More Races | 4 | 0.6 |
| Pacific Islander | 1 | 0.2 |
| White | 29 | 4.4 |





Conclusions based on this data:

Sierra Linda's student population is 91% Latinos, with 58.4% of the Latinos being English Learners. We will continue providing designated and integrated ELD to ensure language acquisition and increase ELPAC test results. The majority of our students at Sierra Linda are socioeconomically disadvantaged. Over 79% of our student population qualify for free or reduced meals. School-wide, we participate in 100% free meals for all students. We have a large number of students that qualify for Special Education services due to our four Special Day Classes and our two Resource classes. Our Outreach Specialist ensures that our homeless and socially disadvantaged youths are offered weekend food backpacks. Families are connected to community agencies for housing, food, tutoring and clothing. Although our African-American and White sub-groups are not considered a significant sub-group on the CAASPP Dashboard reporting system, we at Sierra Linda continue to focus on the needs of these students.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="771 506 849 533">Yellow</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1325 533">Yellow</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p> | | |

Conclusions based on this data:

Sierra Linda's students improved in CAASPP Language Arts and Math results. Third through fifth grade students improved 3%-12% in Language Arts. They improved 4%-11% in Math. We are very proud of the results. However, we remain with an average of 27%, third through fifth graders in the top two levels. In math, our average of "at or exceeds standards" is 15%. Thus, Math is our area of most need and the area wherein we will focus our grade level collaboration. We will continue to focus on improving student achievement in ELA and Math. Through the CHAMPS initiative we have been able to improve our student attendance and also support our students with their social-emotional needs. We will continue to provide tutoring through the use of Title II funds.

School and Student Performance Data

Academic Performance English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p> <p>Yellow</p> <p>50.3 points below standard</p> <p>Increased Significantly ++20.4 points 302</p> | <p>English Learners</p> <p>Yellow</p> <p>57.1 points below standard</p> <p>Increased Significantly ++20.1 points 196</p> | <p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>5</p> |
| <p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>9</p> | <p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>52.6 points below standard</p> <p>Increased Significantly ++19.5 points 256</p> | <p>Students with Disabilities</p> <p>Orange</p> <p>123.5 points below standard</p> <p>Increased Significantly ++21.7 points 56</p> |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|--|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  No Performance Color 0 Students |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 51.9 points below standard Increased Significantly ++20 points 286 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 0 Students |  No Performance Color 20.3 points below standard Increased Significantly ++21.8 points 12 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|---|---|
| 92.7 points below standard Increased Significantly ++18.4 points 118 | 3.3 points below standard Increased ++5.1 points 78 | 39.8 points below standard Increased Significantly ++21 points 104 |

Conclusions based on this data:

As we compare several years of data, we have identified specific areas of strengths/weaknesses per grade level. The percentage of students in the "at or above" standard increased while the percentage of students in the "below" standard decreased between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met (DFM) by 17.8% in Language Arts. Our current 5th grade decreased DFM by 17.5% in Language Arts. In three of the four domains of Reading, Listening and Research & Inquiry, all grades for the 2018-19 academic year the percentage increased in the "above" standard area. Although, we are extremely proud of the gains made by our students, it is also evident that 51% of our students demonstrated no movement in ELA. In the domain of Writing for the 2018-19 academic year the percentage rate increased in the Near Standard or Below Standard Area which has been identified as an area of focus across all grade levels. In order to address the areas of greatest concerns, students not making any overall growth and Writing, the teaching staff is committed to focusing collaboration time on addressing best instructional practices to increase student engagement and Writing. The topics of discussion and collaboration have been agreed upon by site instructional leadership team. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions are supported by small group instruction provided by Intervention Support Providers (ISP). In addition, classroom teachers are purposeful when providing small group intervention and initial lessons. We will continue to provide target interventions to our English Learners and include recently Reclassified English Learners with Title III funds. We will also continue

to provide target intervention during the school day by teacher, during Tier 1 (Universal Access) and Tier 2 (ISP) throughout the day and focus on all our subgroups.

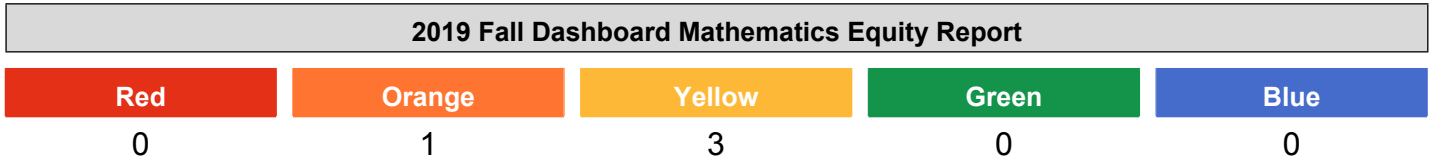
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:








This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|--|--|
| <p>All Students</p>  Yellow 78.3 points below standard Increased ++13.5 points 302 | <p>English Learners</p>  Yellow 77.9 points below standard Increased ++13.6 points 197 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 | <p>Socioeconomically Disadvantaged</p>  Yellow 79 points below standard Increased ++12.9 points 257 | <p>Students with Disabilities</p>  Orange 137.5 points below standard Increased Significantly ++25.2 points 57 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|------------------|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 | | |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 80.1 points below standard Increased ++11.9 points 287 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 | |  No Performance Color 57.1 points below standard Increased ++13.7 points 11 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|--|
| 103 points below standard Maintained ++2.1 points 119 | 39.6 points below standard Increased Significantly ++24.2 points 78 | 81.1 points below standard Increased ++13.3 points 103 |

Conclusions based on this data:

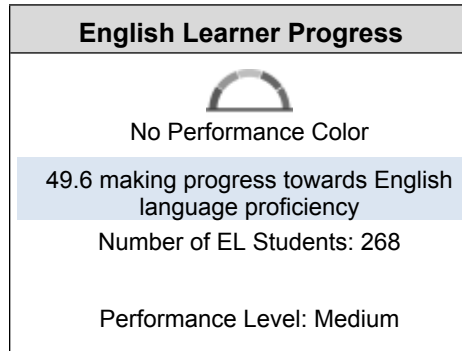
As we compare several years of data, we have identified specific areas of strength/weakness per grade level. The percentage of students in the "at or above" standard increased while the percentage of students in the "below" standard decreased between 17-18 and 18-19 school years. Our current 4th graders decreased the distance from met (DFM) by 10.4% in Math. Our current 5th graders decreased distance from met by 18.2% in Math. In all three of the Math domains, every grade level doubled the percent of students that were at or above standard for the 2018-19 academic year, demonstrating positive growth. Although we are extremely proud of the gains made by our students, it is also evident that 36% of our students demonstrated no movement in Math. In the domain of "Communication and Reasoning" for the 2018-19 academic school year, Sierra Linda's students made the least growth. In order to address the areas of greatest concerns, students not making any overall growth, the teaching staff is committed to focusing collaboration time on addressing best instructional practices to increase student engagement and improve "Communication and Reasoning". Grade level teams will also collaborate to continue reviewing student progress and daily instruction. The topics of discussion and collaboration have been agreed upon by site instructional leadership team. The areas of focus are discussed and reviewed during the monthly Leadership Team meeting. Collaboration time will include reviewing student data as well as analyzing student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day. Interventions are supported by instruction from classroom teachers that is purposeful.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| 20.8 | 29.4 | 5.5 | 44.0 |

Conclusions based on this data:

Based on 2019 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Sierra Linda Elementary classroom teachers will continue to strengthen both integrated and designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. 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. 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 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. Our focus during designated ELD will be on student language learning and writing across content areas. Along with targeted instruction and interventions throughout the school day, we will continue to provide targeted interventions to our English Learners during after-school tutoring with Title III funds.

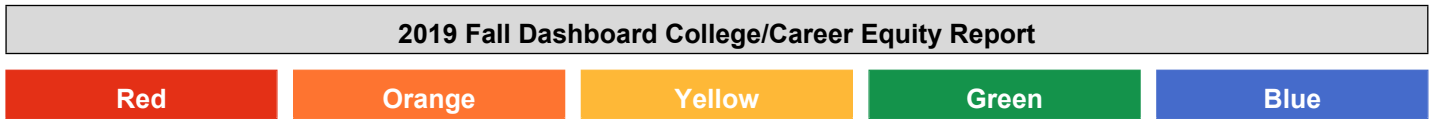
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

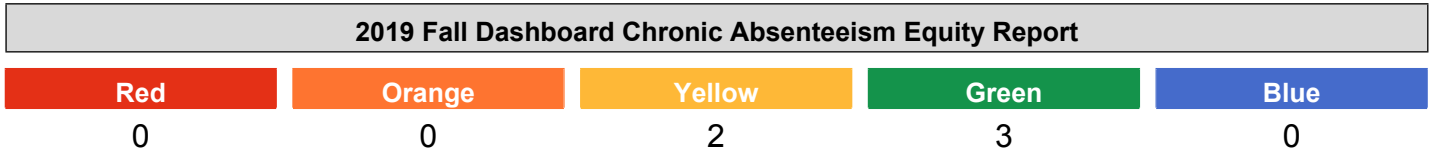
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|--|--|
| <p>All Students</p>  Yellow 8.6 Maintained -0.1 688 | <p>English Learners</p>  Yellow 5.5 Maintained +0.3 402 | <p>Foster Youth</p>  No Performance Color 0 12 |
| <p>Homeless</p>  No Performance Color 13.3 Declined -20 30 | <p>Socioeconomically Disadvantaged</p>  Green 8.2 Declined -0.5 562 | <p>Students with Disabilities</p>  Green 8 Declined -10 113 |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 8.5 Maintained +0.1 645 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |  Green 6.5 Declined -8.9 31 |

Conclusions based on this data:

Students at Sierra Linda with perfect attendance receive incentives for attending school regularly. This has decreased or maintained chronic absenteeism across all sub groups. Students who are continually absent are placed on a mini-SARB contact and join our breakfast club. Staff, in particular the Outreach Specialist and the attendance clerk, conduct home visits. We will continue to conduct attendance meetings with parents to discuss the importance of daily student attendance. Our goal is to support the family, thus improve student attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

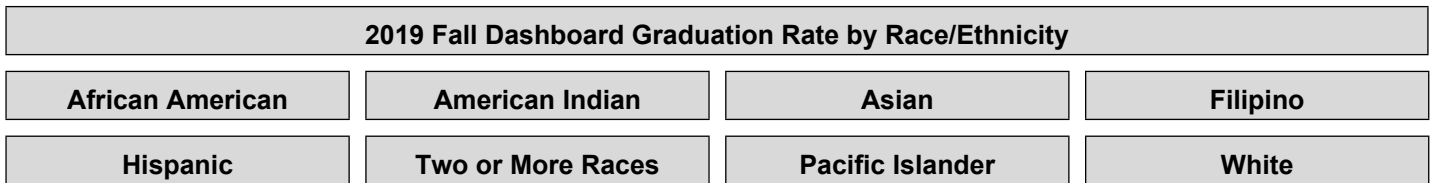
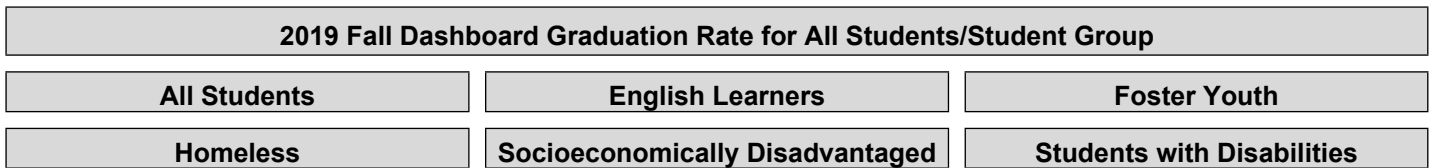
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

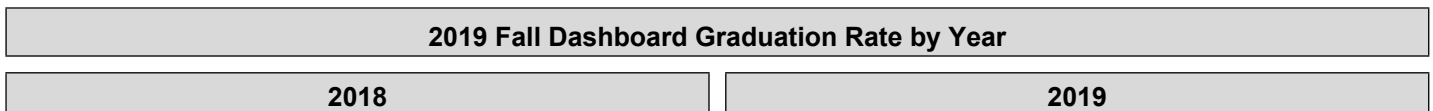
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

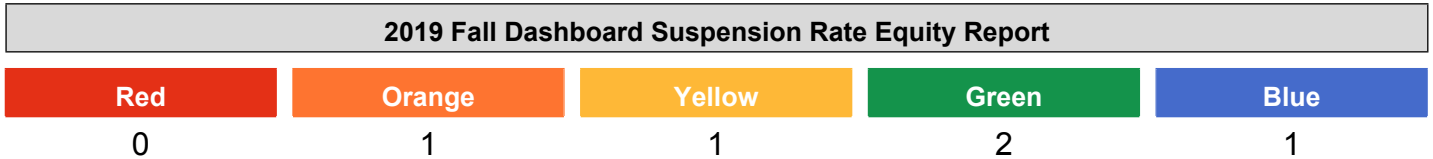
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:









This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  Yellow 1 Increased +0.3 705 | <p>English Learners</p>  Green 0.7 Maintained +0.1 409 | <p>Foster Youth</p>  No Performance Color 0 12 |
| <p>Homeless</p>  No Performance Color 0 Declined -4.2 32 | <p>Socioeconomically Disadvantaged</p>  Orange 1.2 Increased +0.5 576 | <p>Students with Disabilities</p>  Green 0.9 Declined -1.1 113 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data 4 | | |  No Performance Color Less than 11 Students - Data 2 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Yellow 0.9 Increased +0.3 659 |  No Performance Color Less than 11 Students - Data 5 |  No Performance Color Less than 11 Students - Data 1 |  Blue 0 Maintained 0 34 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 0.7 | 1 |

Conclusions based on this data:

Student suspension rates increased or maintained across some sub-groups and declined for our homeless and students with disabilities due to continual implementation of CHAMPS, which is a Positive Behavior Intervention System (PBIS). CHAMPS consists of a multi-tiered system of interventions (MTSS) for students that are demonstrating disruptive behaviors. Students are suspended when all other means of correction have been tried or behavior falls into the five state mandated reasons. Our school staff works diligently to provide a safe school environment wherein students can decompress and reflect on their behavior. Parents and staff work together to address students' social-emotional needs, so that students learn appropriate methods of dealing with sadness, anger or frustration. Our school counselor is available to instruct and support students by teaching character traits and coping skills to either individuals, small groups or whole classes. The schoolwide CHAMPS team is represented by one member of each grade level, a campus assistant and our school counselor. The CHAMPS team will meet monthly to address full implementation of procedures and protocols that support students in making positive choices. Sierra Linda staff is committed to teaching students alternatives to becoming aggressive towards self or others. Thus, before we suspend a student, they have been given several opportunities to learn how to cope with emotions, stressors or frustrations. There are several other pieces to CHAMPS that staff is planning to implement, for example, various ways for students to become involved and develop their peer leadership skills. We recognize that when students have a positive connection to their peers and staff their behavior improves, thus promoting a safer and positive school environment for all.

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 academic standards 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>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:</p> <p>25% of 3rd graders Met or Exceeded</p> <p>34% of 4th graders Met or Exceeded</p> <p>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 3-5% 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>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:</p> <p>24% of 3rd graders Met or Exceeded</p> <p>18% of 4th graders Met or Exceeded</p> <p>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 3-5% of students will move from Nearly Met to Met or Exceeded on the SBAC in Math.</p> |
| STAR 360 Reading (Fall 2020) | <p>Percentage of students that were at or above Benchmark using the State Benchmark:</p> <p>2nd--36%</p> <p>3rd--18%</p> <p>4th--35%</p> <p>5th--28%</p> | <p>Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more.</p> <p>Increase student growth percentage (SGP) to 50 points or more in each grade level.</p> |
| STAR 360 Early Literacy (Fall 2020) | <p>Percentage of students that were at or above Benchmark:</p> <p>K--59%</p> <p>1st-- 44%</p> | <p>Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more.</p> |
| STAR 360 Math (Fall 2020) | <p>Percentage of students that were at or above Benchmark using the State Benchmark:</p> <p>1st--56%</p> <p>2nd--31%</p> <p>3rd--15%</p> <p>4th-- 30%</p> <p>5th--6%</p> | <p>Increase the number of students that meet or exceed grade level standards on EOY benchmark by 10% or more.</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| English Learners Reclassification Rate (3rd-5th grade) | 42% of our English Learners in 3rd-5th grade were reclassified. | Increase reclassification rate by 10% or more in grades 3rd-5th. |
| CAASSP Writing Data | 9.2% of our current fourth and fifth graders were at Met or Exceeded on claim #2, Writing, of the CAASSP assessment. 4th--2.1% of our current fourth graders are proficient on CAASSP 5th--7.1% of our current fifth graders are proficient on CAASSP | 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 or Exceeded on the SBAC in Writing. |

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 instructional practices to increase student achievement in Literacy, Writing, ELD and Math by collaborating, discussing and analyzing data and lesson delivery. 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) |
|-----------|--|
| 2000.00 | Discretionary 1000-1999: Certificated Personnel Salaries Grade level teachers collaboration/ --extra hours plus benefits |
| 438.20 | Discretionary 3000-3999: Employee Benefits |

| | |
|--|--|
| | certificated benefits |
| | District Funded |
| | Leadership Team collaboration time |
| | District Funded |
| | PLC/Collaboration Embedded in School day |

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 360. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 | Title I 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring |
| 2191.00 | Title I 3000-3999: Employee Benefits certificated benefits |
| 8000.00 | Title III 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring |
| 1752.80 | Title III 3000-3999: Employee Benefits certificated benefits |
| 3000.00 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries certificated extra time for tutoring |
| 657.00 | LCFF - Targeted 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) |
|-----------|---|
| | District Funded 1000-1999: Certificated Personnel Salaries PLC/Collaboration Embedded in School day |
| | District Funded 3000-3999: Employee Benefits PLC/Collaboration Embedded in School day |

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 360 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 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)

[Empty box for Amount(s)]

Source(s)

District Funded
Part of collaboration time already noted in strategy #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

8. The school will ensure the full implementation of the State approved Language Arts curriculum. The administrator will visit classrooms during 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)

[Empty box for Amount(s)]

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Professional Development

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

219.10

Title III
3000-3999: Employee Benefits
Verbal 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

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)

Title I
Strategy #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 |
| 2000.00 | Title I 4000-4999: Books And Supplies purchase reading books for AR program |
| 500.00 | Title III 4000-4999: Books And Supplies purchase reading books for AR program |
| 1000.00 | LCFF - Targeted 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 and copies).

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| 31762.80 | Discretionary 4000-4999: Books And Supplies Materials and Supplies |
| 35006.00 | Title I 4000-4999: Books And Supplies Materials and Supplies |
| 4162.10 | Title III 4000-4999: Books And Supplies Materials and Supplies |
| 30073.00 | LCFF - Targeted 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

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) |
|-----------|--|
| 875.00 | Discretionary 6000-6999: Capital Outlay 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)

[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. Daily implementation of 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)

[Empty box for Amount(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) |
|-----------|---|
| | Discretionary 4000-4999: Books And Supplies Already encumbered in strategy 12 |
| | Title I 4000-4999: Books And Supplies Already encumbered in strategy 12 |
| | Title III 4000-4999: Books And Supplies Already encumbered in strategy 12 |
| | LCFF - Targeted 4000-4999: Books And Supplies Already encumbered in strategy 12 |
| 500.00 | Discretionary 5000-5999: Services And Other Operating Expenditures Online subscriptions |

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) |
|-----------|---|
| 2000.00 | Discretionary 4000-4999: Books And Supplies Warehouse Charges |
| 4000.00 | LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Warehouse Charges |
| 3000.00 | LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Publication (Graphics) 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)

800.00

Source(s)

Discretionary
5800: Professional/Consulting Services And
Operating Expenditures
Admissions

1500.00

LCFF - Targeted
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, SPSA, budget, data and 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)

Discretionary
1000-1999: Certificated Personnel Salaries
Strategy #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)

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)

2000.00

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Materials and supplies: Focus on Strands

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 our Strand Focus in Art. Artist in the classroom offers a virtual curriculum for use 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)

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
See Action #18

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)

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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

26. 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)

Title I

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

27. 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)

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.

Program adjust activities based on student skill level thus targeting needs of English Learners, Migrant, Special Education, African-American and GATE students.

Strategy/Activity

28. ST Math will be used on a daily basis for 20 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 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

29. Student incentives for improvement in classroom and district ELA, Math, 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)

Discretionary
4000-4999: Books And Supplies
Materials and supplies for classroom instruction and motivation: action #12

Title III
4000-4999: Books And Supplies
Materials and supplies for classroom instruction and motivation: action #12

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.

30. Priority given to English Learners, Migrant, Socio-economic disadvantaged, homeless and African-American students.

Strategy/Activity

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)

ASES
District funded --After School Program (ASP)

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. 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)

ASES

1000-1999: Certificated Personnel Salaries

District Funded--Certificated Salary: Teacher

Liaison

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.

All students

Strategy/Activity

33. 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) |
|-----------|--|
| | Discretionary 1000-1999: Certificated Personnel Salaries substitutes No additional Cost: Action 3 |
| | Discretionary 3000-3999: Employee Benefits substitutes No additional Cost: Action 3 |
| | Title I 1000-1999: Certificated Personnel Salaries substitutes No additional Cost: Action 3 |
| | Title I 3000-3999: Employee Benefits substitutes No additional Cost: Action 3 |

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

34. 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) |
|-----------|---|
| 1000.00 | Discretionary 4000-4999: Books And Supplies Materials and Supplies |
| 1000.00 | LCFF - Targeted 5000-5999: Services And Other Operating Expenditures programs and Apps |

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.

All students

Strategy/Activity

35. 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)

District Funded
2000-2999: Classified Personnel Salaries
Librarian collaboration with staff to ensure we have books that can be used during Accelerated Reader, etc

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

Strategy/Activity

36. 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)

LCFF - Targeted
No additional cost- Action #12 Incentives

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.

English Learners

Strategy/Activity

37. 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)]

Title III
4000-4999: Books And Supplies
No additional cost- Action #12 Incentives

Strategy/Activity 38

Students to be Served by this Strategy/Activity

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

This 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

38. Coordinate on-site transition meetings for incoming Kindergarten classes to ensure a successful transition. Ensure a successful transition from elementary school to middle school by helping coordinate with district middle schools visits. Case managers to 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)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 39

Students to be Served by this Strategy/Activity

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

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

39. Classroom Teachers and Intervention Support Provides (ISPs) will continue implementing the RtI/MTSS model through the CoST 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) |
|-----------|--|
| 24,000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Salary: ISP #1 |
| 5258.00 | LCFF - Intervention 3000-3999: Employee Benefits |
| | District Funded 1000-1999: Certificated Personnel Salaries District Funded ISP |
| | District Funded 3000-3999: Employee Benefits District Funded ISP |

Strategy/Activity 40

Students to be Served by this Strategy/Activity

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

This 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 third through fifth grade

Strategy/Activity

40. 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) | Source(s) |
|-----------|-------------------------------------|
| | Title I goal #1; strategy #3 |

Annual Review

SPSA Year Reviewed: 2019-20

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 360 reports from Fall 2019 to Winter 2020. On the CAASPP Test, 3rd grade exceeded their math and ELA goals to increase student achievement by 12% in ELA and 9% in Math. Fourth grade increased by 11% in ELA and increased by 11% in Math. Fifth grade increased 3% in ELA and 4% in Math. Most grade levels met their goal and others made progress towards goal 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.

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.

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 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> <p>5 students were referred to School Attendance Review Board (SARB) in 18-19.</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> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|--------------------------------|---|---|
| California Healthy Kids Survey | <p>California Healthy Kids Survey for the 2018-2019 school year date informs us:</p> <p>65% of 5th grade students who took the CA Healthy Kids Survey felt connected to school/staff. (5% below district average)</p> <p>84% of 5th grade students who took the CA Healthy Kids Survey felt that school/staff had high expectations for them. (1% above district average)</p> <p>43% of 5th grade students who took the CA Healthy Kids Survey felt that they had meaningful participation at school. (1% above district average)</p> <p>74% of 5th grade students who took the CA Healthy Kids Survey felt safe at school. (1% above district average)</p> <p>57% of 5th grade students who took the CA Healthy Kids Survey reported having been hit or pushed. (13% above district average)</p> <p>82% of 5th grade students who took the CA Healthy Kids Survey felt respected by adults and peers at school.(1% below district average)</p> | <p>Increase the number of students who felt connected, engaged in meaningful participation, felt safe and had high expectations by 10%.</p> <p>Decrease the number of students that have been hit or pushed by 10%.</p> |
| Office Referrals | <p>During the 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</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> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|------------------|
| | <p>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> | |

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) |
|-----------|--|
| | District Funded |
| | Professional development |
| 1000.00 | Title I 1000-1999: Certificated Personnel Salaries Counselor Extra Help |
| 219.00 | Title I 3000-3999: Employee Benefits Counselor Benefits |
| 1000.00 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Counselor Extra Hours |
| 219.00 | LCFF - Targeted 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)

[Empty box for Amount(s)]

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
School Counselor

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Outreach Specialist

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)

[Empty box for Amount(s)]

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
School Counselor (see action 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.

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)

LCFF - Targeted
4000-4999: Books And Supplies
Material and Supplies See Goal 1 Action 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 virtual character cards to students and refer students to ORC and Counselor for incentives. Incentives will be mailed to students (electronic certificates, certificates to local restaurants, post cards).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 - Targeted
4000-4999: Books And Supplies
Incentives See Action 4- Material 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.

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) |
|-----------|---|
| | District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist, Attendance Clerk using attendance program |

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) |
|-----------|--|
| 1000.00 | Title I 2000-2999: Classified Personnel Salaries ORC Extra Hours |
| 324.00 | Title I 3000-3999: Employee Benefits ORC Benefits for Extra Hours |
| 1000.00 | Title III 2000-2999: Classified Personnel Salaries ORC Extra Hours for Parent Workshops |
| 324.00 | Title III 3000-3999: Employee Benefits ORC Benefits for Extra Hours for Parent Workshops |
| 1000.00 | LCFF - Targeted 2000-2999: Classified Personnel Salaries ORC Extra Hours |
| 324.00 | LCFF - Targeted 3000-3999: Employee 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

8. 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)

4000.00

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Classified extra pay

1295.00

LCFF - Targeted
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)

Discretionary
4000-4999: Books And Supplies
Materials and Supplies See Goal 1 Action 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

- Monthly fire drill
- Lockdown drills 1 & 2
- Earthquake drill
- Annual evacuation drill
- Professional development for first aid and 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)

500.00

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
extra hours

110.00

LCFF - Targeted
3000-3999: Employee Benefits
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.

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)

District Funded
2000-2999: Classified Personnel Salaries
Counselor (see goal 2, action 2)

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)

Discretionary
6000-6999: Capital Outlay
See Goal 1 Action 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)

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

Strategy/Activity

14. 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)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Counselor (see goal 2, action 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 that are having a difficult time with socio-emotional skills in each of the sub-groups.

Strategy/Activity

15. Staff will use procedure and protocol 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)]

District Funded
2000-2999: Classified Personnel Salaries
Outreach Specialist and 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

16. 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) |
|-----------|--|
| | Title I 1000-1999: Certificated Personnel Salaries See Goal 1 Action 3 |
| | Title I 3000-3999: Employee Benefits See Goal 1 Action 3 |

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. 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 After School Program |

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. The Safety Committee will monitor the 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)

[Empty box for Amount(s)]

Title I
4000-4999: Books And Supplies
Goal #1; Action #12

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 Grades 4th-5th

Strategy/Activity

19. 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)

[Empty box for Amount(s)]

PTA/PTO
4000-4999: Books And Supplies
Materials and Supplies (t-shirts)

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.

5th Grade students

Strategy/Activity

20. All fifth graders to complete California Healthy Kids 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)

[Empty box for Amount(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

21. 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)

Discretionary
4000-4999: Books And Supplies
See Goal 1 Action 12- 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.

All students

Strategy/Activity

22. Clerical Overtime to support families and students with 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)

1000.00

Title I
2000-2999: Classified Personnel Salaries
Overtime for clerical staff

324.00

Title I
3000-3999: Employee Benefits
Benefits related to clerical overtime

1000.00

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Overtime for clerical staff

324.00

LCFF - Targeted
3000-3999: Employee Benefits
Benefits related to clerical overtime

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: 2019-20

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 CHKS data, students will need more activities during recess (once we return to safe in-person school setting) to help them make positive choices and enforce our PBIS plan. In addition, we need to think about increasing our incentives for student attendance, especially during distance learning to increase student connectivity. CHAMPS team meet 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 create incentives that praise 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 focused on student behavior and not on parent awareness. The school closure due to COVID-19 also impacted the implementation the last trimester of 2019-2020.

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 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 50 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 | 60% of parents attended parent teacher conferences | Increase attendance to over 75% per class |
| Parent Participation in CA Healthy Kids 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 CHKS 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. | |
| Special Education Parent Committee attendance | An average of 10 parents attended our three | At least 15 parents 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

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)

LCFF - Targeted

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

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) |
|-----------|---|
| 500.00 | Title I 2000-2999: Classified Personnel Salaries Babysitting Cost |
| 162.00 | Title I 3000-3999: Employee Benefits Benefits |
| 1500.00 | Title III 2000-2999: Classified Personnel Salaries Babysitting Cost |
| 486.00 | Title III 3000-3999: Employee Benefits 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

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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. Provide virtual 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. 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)

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

6. 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)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Blackboard connect, Peachjar, website

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. 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)

[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

8. 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 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 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)

Title III
2000-2999: Classified Personnel Salaries
See Goal 1 Action 9

Title III
3000-3999: Employee Benefits
See Goal 1 Action 9

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. Provide babysitting (when we are able to return to safe in-person instruction and 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)

[Empty box for Amount(s)]

Title III
2000-2999: Classified Personnel Salaries
See Goal 3 Action 2

[Empty box for Amount(s)]

Title III
3000-3999: Employee Benefits
See Goal 3 Action 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.

English Learners

Strategy/Activity

11. 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)

[Empty box for Amount(s)]

Title III
2000-2999: Classified Personnel Salaries
See Goal 2 Action 7

[Empty box for Amount(s)]

Title III
3000-3999: Employee Benefits
See Goal 2 Action 7

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
No additional cost

[Empty box for Amount(s)]

District Funded
3000-3999: Employee Benefits
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. 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)

[Empty box for Amount(s)]

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Outreach Specialist and School Counselor

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. Ensure effective communication between school staff and parents via Class Dojo, 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)

[Empty box for 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.

English Learners

Strategy/Activity

14. Monthly ELAC meetings (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)

[Empty box for Amount(s)]

Title III
4000-4999: Books And Supplies
Refreshments only for ELAC meeting materials
and supplies See Goal 1 Action 12

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. 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)

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.

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.

All students

Strategy/Activity

17. 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)

[Empty box for Amount(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

18. Organize parents to attend district workshops/events (i.e. "Strengthening Our Families" and Ventura County CAFE conference).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
Outreach Specialist

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

19. Provide EL parents the opportunity to attend local and state CAFE workshops/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)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
CABE entrance ees

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. 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)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
Outreach Specialist

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.

Special Education and English Learners

Strategy/Activity

21. 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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

translators

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

22. 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)

District Funded

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

23. 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)

Title III

2000-2999: Classified Personnel Salaries
See Goal 2 Action 22

Title III

3000-3999: Employee Benefits
See Goal 2 Action 22

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. 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 extra 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 parents and specifically Special Education

Strategy/Activity

25. 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)

no extra 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.

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: 2019-20

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 by double the numbers. 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 | \$87,808.00 |
| 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 | \$197,306.00 |

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 | \$53,726.00 |
| Title III | \$18,944.00 |

Subtotal of additional federal funds included for this school: \$72,670.00

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 (\$) |
|-------------------------|-------------|
| Discretionary | \$39,376.00 |
| LCFF - Intervention | \$29,258.00 |
| LCFF - Targeted | \$56,002.00 |

Subtotal of state or local funds included for this school: \$124,636.00

Total of federal, state, and/or local funds for this school: \$197,306.00

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 | 53726 | 0.00 |
| Title III | 18944 | 0.00 |
| Discretionary | 39376 | 0.00 |
| LCFF - Targeted | 56002 | 0.00 |
| LCFF - Intervention | 29258 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| Discretionary | 39,376.00 |
| LCFF - Intervention | 29,258.00 |
| LCFF - Targeted | 56,002.00 |
| Title I | 53,726.00 |
| Title III | 18,944.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | Discretionary | 2,000.00 |
| 3000-3999: Employee Benefits | Discretionary | 438.20 |
| 4000-4999: Books And Supplies | Discretionary | 34,762.80 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 500.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Discretionary | 800.00 |
| 6000-6999: Capital Outlay | Discretionary | 875.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 24,000.00 |
| 3000-3999: Employee Benefits | LCFF - Intervention | 5,258.00 |

| | | |
|---|-----------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 4,500.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Targeted | 6,000.00 |
| 3000-3999: Employee Benefits | LCFF - Targeted | 2,929.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 33,073.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 8,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Targeted | 1,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 11,000.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 2,500.00 |
| 3000-3999: Employee Benefits | Title I | 3,220.00 |
| 4000-4999: Books And Supplies | Title I | 37,006.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 8,000.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 3,500.00 |
| 3000-3999: Employee Benefits | Title III | 2,781.90 |
| 4000-4999: Books And Supplies | Title III | 4,662.10 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 179,695.00 |
| Goal 2 | 14,963.00 |
| Goal 3 | 2,648.00 |

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
- 0 Secondary Students

| Name of Members | Role |
|--|----------------------------|
| Jorge Mares | Principal |
| Sheri Anderson (Secretary) | Classroom Teacher |
| Joy Hammel | Classroom Teacher |
| Melissa Bakody (Assistant Chairperson) | Classroom Teacher |
| Ginny Whitt | 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 |
| Otilia Rodriguez | 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.

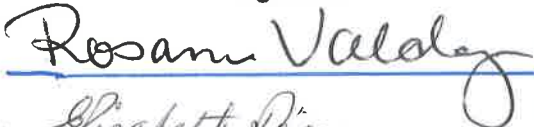

Recommendations and Assurances

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 10/15/2020.

Attested:

| | |
|--|--|
|  10-15-2020 | Principal, Jorge Mares on 10/15/2020 |
|  | SSC Chairperson, Rosana Valdez on 10/15/2020 |

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Signature

Committee or Advisory Group Name

School Site Council

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Attested:

Principal, Jorge Mares on 10/15/2020

SSC Chairperson, Rosana Valdez on 10/15/2020

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 |
|--------------------------------------|-----------------------------------|--|---------------------------|
| Juan Lagunas Soria Elementary School | 56725380119412 | October 15, 2020 | November 4, 2020 |

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 2020-2021 school year, Juan Lagunas Soria School will emphasize building rigor across all grade levels and 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 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. As teachers continue providing instruction to students within a Distance Learning environment, Juan Lagunas Soria School will identify and address barriers to student learning generated by challenges related to internet connectivity, one-to-one devices, online learning platforms, student attendance/engagement, and parent support.

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 within the current Distance Learning context; 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, as well as being provided by Intervention Support Providers (ISPs) to support students' academic skills in small group settings. 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 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. In addition, our athletics program, extracurricular clubs, and student leadership program offer enrichment opportunities for students to excel in areas outside of academics. During the current Distance Learning context, however, Juan Lagunas Soria School will seek alternative pathways to engage students in social, team-based activities that ensure student safety and follow social distancing guidelines.

In order for students to achieve their fullest potential, we know 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 Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. 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, systemic, purposeful, and evidence-based teacher collaboration using both formative and summative data to inform SEI/DLI instruction, identify essential 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 the Intervention Support Providers (ISPs) 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 who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site Principals and Assistant Principals function as instructional leaders.

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 California Department of Education's 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 II and III levels. Students' progress and response to these intervention strategies are closely monitoring through the use of pre and post-assessment data during six week long rounds of intensive intervention. Students not meeting the expected intervention outcomes are 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)

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. During the current Distance Learning context, these events will be held virtually to ensure the school is following social distancing 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 2020-21 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 2020-21 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 1 and October 15, 2020 to analyze 2019-20 and current 2020-21 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 Reading 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 September October 13, 2020 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.

While there has been a reduction in school site funding for the 2020-21 school year, several school site expenditures related to Distance Learning have been funded at the district level using special one-time COVID 19 funding received by the state. These expenditures have included the replacement of teacher technology equipment (laptops, docking stations, and hovercams), funding for one full-time Outreach Coordinator position to support parent and family engagement, the provision of two Intervention Support Providers to support literacy-based Tier II and Tier III-Level intervention for students not meeting grade-level standards, and the purchasing of a district-wide learning management system (e.g., Canvas), school-wide instructional applications and programs (e.g, ST Math, Lexia, MyOn), and grade-level instructional supplies to support students' Distance Learning in the home. Due to the extended current context of Distance Learning, other expenditures are no longer applicable while students remain at home and even when students do return to in-person instruction and social distancing guidelines are still in place. These types of expenditures include field trips, athletics, and extra-curricular activities. As a result, while school-site funding has been reduced relative to years past, there has been an increase in district-level funding to support Distance Learning as well as an increase in the number of limitations for the types of instructional activities, interventions, and enrichment that can be implemented as a result of the current COVID 19 pandemic.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

| Student Enrollment by Subgroup | | | | | | |
|--------------------------------|-----------------------|--------|--------|--------------------|-------|-------|
| Student Group | Percent of Enrollment | | | Number of Students | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| American Indian | 0% | 0% | 0% | 0 | 0 | 0 |
| African American | 1.25% | 1.47% | 1.42% | 13 | 15 | 14 |
| Asian | 0.58% | 0.09% | 1.02% | 6 | 1 | 10 |
| Filipino | 1.44% | 1.38% | 1.22% | 15 | 14 | 12 |
| Hispanic/Latino | 91.63% | 91.54% | 91.15% | 953 | 931 | 896 |
| Pacific Islander | 0.29% | 0% | 0.2% | 3 | 0 | 2 |
| White | 4.42% | 4.33% | 3.97% | 46 | 44 | 39 |
| Multiple/No Response | % | 1.18% | 1.02% | NA | 12 | 0 |
| Total Enrollment | | | | 1,040 | 1,017 | 983 |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 96 | 90 | 93 |
| Grade 1 | 95 | 94 | 90 |
| Grade 2 | 117 | 101 | 104 |
| Grade 3 | 91 | 115 | 102 |
| Grade 4 | 116 | 97 | 120 |
| Grade 5 | 120 | 114 | 98 |
| Grade 6 | 147 | 129 | 114 |
| Grade 7 | 149 | 137 | 128 |
| Grade 8 | 109 | 142 | 134 |
| Total Enrollment | 1,040 | 1,017 | 983 |

Conclusions based on this data:

From 2017 to 2020, 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 2017 and 2020, total enrollment has decreased by 57 students. It is important to note that this data reflects school enrollment from three (2017-18) and two (2018-19) years ago. Current Kinder through 8th grade enrollment for the 2020-21 school year is 955. This reflects a further decrease of student enrollment since the 2017-18 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 | | |
| | 17-18 | 18-19 | 19-20 | 17-18 | 18-19 | 19-20 |
| English Learners | 297 | 242 | 259 | 28.6% | 23.8% | 26.3% |
| Fluent English Proficient (FEP) | 226 | 287 | 232 | 21.7% | 28.2% | 23.6% |
| Reclassified Fluent English Proficient (RFEP) | 25 | 82 | 83 | 2.4% | 8.1% | 26.3% |

Conclusions based on this data:

Based on analysis of English Learner enrollment at Juan Lagunas Soria School for the 2017-18 school year, 28.6% of Juan Lagunas Soria School's total student population were English Learners. An additional 2.4% of Juan Lagunas Soria School's total student population during the 2017-18 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 2017 to 2020, the percentage of students being redesignated as RFEP has increased significantly from 2.4% in 2017-18 to 26.3% in 2019-20. 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

CAASPP Results English Language Arts/Literacy (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 113 | 90 | 115 | 113 | 89 | 112 | 113 | 89 | 112 | 100 | 98.9 | 97.4 |
| Grade 4 | 120 | 115 | 97 | 118 | 114 | 95 | 118 | 114 | 95 | 98.3 | 99.1 | 97.9 |
| Grade 5 | 147 | 120 | 114 | 147 | 117 | 111 | 147 | 117 | 111 | 100 | 97.5 | 97.4 |
| Grade 6 | 145 | 144 | 129 | 143 | 144 | 127 | 143 | 144 | 127 | 98.6 | 100 | 98.4 |
| Grade 7 | 111 | 149 | 135 | 108 | 146 | 133 | 108 | 146 | 133 | 97.3 | 98 | 98.5 |
| Grade 8 | 113 | 109 | 142 | 112 | 107 | 135 | 112 | 107 | 135 | 99.1 | 98.2 | 95.1 |
| All Grades | 749 | 727 | 732 | 741 | 717 | 713 | 741 | 717 | 713 | 98.9 | 98.6 | 97.4 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2388. | 2415. | 2417. | 15.04 | 23.60 | 23.21 | 17.70 | 19.10 | 19.64 | 21.24 | 24.72 | 26.79 | 46.02 | 32.58 | 30.36 |
| Grade 4 | 2440. | 2462. | 2461. | 16.95 | 24.56 | 27.37 | 23.73 | 23.68 | 23.16 | 19.49 | 21.05 | 16.84 | 39.83 | 30.70 | 32.63 |
| Grade 5 | 2477. | 2477. | 2506. | 12.93 | 12.82 | 24.32 | 27.21 | 29.06 | 32.43 | 19.05 | 23.93 | 18.92 | 40.82 | 34.19 | 24.32 |
| Grade 6 | 2533. | 2529. | 2541. | 14.69 | 13.89 | 22.05 | 39.86 | 40.28 | 41.73 | 31.47 | 20.83 | 17.32 | 13.99 | 25.00 | 18.90 |
| Grade 7 | 2521. | 2531. | 2507. | 8.33 | 10.27 | 8.27 | 32.41 | 30.82 | 25.56 | 23.15 | 34.25 | 24.81 | 36.11 | 24.66 | 41.35 |
| Grade 8 | 2562. | 2554. | 2554. | 8.93 | 11.21 | 13.33 | 47.32 | 32.71 | 33.33 | 21.43 | 29.91 | 27.41 | 22.32 | 26.17 | 25.93 |
| All Grades | N/A | N/A | N/A | 12.96 | 15.48 | 19.07 | 31.44 | 30.13 | 29.73 | 22.81 | 25.94 | 22.30 | 32.79 | 28.45 | 28.89 |

| Reading Demonstrating understanding of literary and non-fictional texts | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 18.58 | 21.35 | 20.54 | 25.66 | 47.19 | 50.00 | 55.75 | 31.46 | 29.46 |
| Grade 4 | 16.10 | 19.30 | 18.95 | 49.15 | 44.74 | 51.58 | 34.75 | 35.96 | 29.47 |
| Grade 5 | 19.05 | 12.07 | 28.83 | 47.62 | 50.00 | 48.65 | 33.33 | 37.93 | 22.52 |
| Grade 6 | 13.99 | 14.58 | 25.98 | 60.84 | 47.92 | 42.52 | 25.17 | 37.50 | 31.50 |
| Grade 7 | 16.67 | 17.81 | 12.78 | 47.22 | 41.78 | 37.59 | 36.11 | 40.41 | 49.62 |
| Grade 8 | 25.00 | 22.43 | 21.48 | 47.32 | 41.12 | 42.96 | 27.68 | 36.45 | 35.56 |
| All Grades | 18.08 | 17.60 | 21.32 | 46.96 | 45.39 | 45.02 | 34.95 | 37.01 | 33.66 |

| Writing Producing clear and purposeful writing | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 10.62 | 15.73 | 16.07 | 46.02 | 44.94 | 50.00 | 43.36 | 39.33 | 33.93 |
| Grade 4 | 17.80 | 23.89 | 23.16 | 46.61 | 48.67 | 47.37 | 35.59 | 27.43 | 29.47 |
| Grade 5 | 16.33 | 25.00 | 27.03 | 49.66 | 40.52 | 48.65 | 34.01 | 34.48 | 24.32 |
| Grade 6 | 23.08 | 22.92 | 26.77 | 54.55 | 49.31 | 59.06 | 22.38 | 27.78 | 14.17 |
| Grade 7 | 19.44 | 15.07 | 18.05 | 50.00 | 58.22 | 47.37 | 30.56 | 26.71 | 34.59 |
| Grade 8 | 16.07 | 18.87 | 15.56 | 59.82 | 54.72 | 61.48 | 24.11 | 26.42 | 22.96 |
| All Grades | 17.41 | 20.31 | 20.90 | 51.15 | 49.86 | 52.73 | 31.44 | 29.83 | 26.37 |

| Listening Demonstrating effective communication skills | | | | | | | | | |
|---|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 10.62 | 20.22 | 17.86 | 63.72 | 59.55 | 66.96 | 25.66 | 20.22 | 15.18 |
| Grade 4 | 5.08 | 18.42 | 16.84 | 63.56 | 66.67 | 62.11 | 31.36 | 14.91 | 21.05 |
| Grade 5 | 13.61 | 12.07 | 19.82 | 61.22 | 63.79 | 63.06 | 25.17 | 24.14 | 17.12 |
| Grade 6 | 13.99 | 15.28 | 17.32 | 69.93 | 69.44 | 64.57 | 16.08 | 15.28 | 18.11 |
| Grade 7 | 7.41 | 9.59 | 6.77 | 57.41 | 67.81 | 63.16 | 35.19 | 22.60 | 30.08 |
| Grade 8 | 7.14 | 13.08 | 14.81 | 79.46 | 65.42 | 64.44 | 13.39 | 21.50 | 20.74 |
| All Grades | 9.99 | 14.39 | 15.29 | 65.86 | 65.92 | 64.10 | 24.16 | 19.69 | 20.62 |

| Research/Inquiry Investigating, analyzing, and presenting information | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 12.39 | 23.60 | 22.32 | 49.56 | 57.30 | 53.57 | 38.05 | 19.10 | 24.11 |
| Grade 4 | 21.19 | 29.20 | 17.89 | 50.85 | 45.13 | 53.68 | 27.97 | 25.66 | 28.42 |
| Grade 5 | 19.05 | 29.31 | 26.13 | 42.18 | 42.24 | 52.25 | 38.78 | 28.45 | 21.62 |
| Grade 6 | 38.46 | 43.06 | 35.43 | 50.35 | 45.14 | 48.03 | 11.19 | 11.81 | 16.54 |
| Grade 7 | 27.78 | 27.40 | 20.30 | 41.67 | 53.42 | 44.36 | 30.56 | 19.18 | 35.34 |
| Grade 8 | 31.25 | 33.02 | 25.93 | 45.54 | 47.17 | 48.89 | 23.21 | 19.81 | 25.19 |
| All Grades | 25.24 | 31.51 | 24.96 | 46.69 | 48.18 | 49.79 | 28.07 | 20.31 | 25.25 |

Conclusions based on this data:

No data was available from the 2019-20 school year as the state-wide CAASPP summative assessment was cancelled due to the global COVID 19 pandemic. Based on analysis of CAASPP summative data for English Language Arts/Literacy, all students in grades 3-8 at Juan Lagunas Soria School have demonstrated improved student achievement outcomes between 2016 and 2019, with the total number of students who met or exceeded standard increasing from 44.4% in the 2016-17 school year to 48.8% in the 2018-19 school year. Although the percentage of students who nearly met standard stayed about the same: 22.81% in 2016-17 to 22.3% in 2018-19, the percentage of students who did not meet standard decreased from 32.79% in the 2016-17 school year to 28.89% in the 2018-19 school year. Analysis of data from the four CAASPP Claim areas shows that all students in grades 3-8 at Juan Lagunas Soria School showed greatest gains for students scoring above standard in the Claim of Listening between 2016 and 2019, with an increase of 5.3 percentage points. Overall, percentages of all students

in grades 3-8 scoring below standard in all four Claims decreased between 2016 and 2019, with the greatest decrease occurring in the Writing Claim in which the percentage of students scoring below standard fell by 5.07 percentage points. Based on percentages of students in grades 3-8 meeting or exceeding standards, Juan Lagunas Soria School classroom teachers will continue to implement evidence-based instructional practices within the designated language of instruction in order to provide all students clearly articulated learning goals based on Common Core State Standards; increased depths of knowledge levels throughout instructional activities to build rigor within and across grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards. Teachers will also provide underperforming students Tier II and Tier III-level intervention, including intensive, small group instruction before, during, and after the instructional day in order to increase students' skills in English Language Arts.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

| Overall Participation for All Students | | | | | | | | | | | | |
|--|------------------------|-------|-------|----------------------|-------|-------|--------------------|-------|-------|------------------------|-------|-------|
| Grade Level | # of Students Enrolled | | | # of Students Tested | | | # of Students with | | | % of Enrolled Students | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 113 | 90 | 115 | 113 | 89 | 112 | 113 | 89 | 112 | 100 | 98.9 | 97.4 |
| Grade 4 | 120 | 115 | 97 | 117 | 114 | 95 | 117 | 114 | 95 | 97.5 | 99.1 | 97.9 |
| Grade 5 | 147 | 120 | 114 | 147 | 118 | 111 | 147 | 118 | 111 | 100 | 98.3 | 97.4 |
| Grade 6 | 145 | 144 | 129 | 143 | 143 | 127 | 143 | 143 | 126 | 98.6 | 99.3 | 98.4 |
| Grade 7 | 111 | 149 | 135 | 108 | 146 | 131 | 108 | 146 | 131 | 97.3 | 98 | 97 |
| Grade 8 | 113 | 109 | 142 | 112 | 107 | 135 | 112 | 107 | 135 | 99.1 | 98.2 | 95.1 |
| All Grades | 749 | 727 | 732 | 740 | 717 | 711 | 740 | 717 | 710 | 98.8 | 98.6 | 97.1 |

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

| Overall Achievement for All Students | | | | | | | | | | | | | | | |
|--------------------------------------|------------------|-------|-------|------------|-------|-------|----------------|-------|-------|-------------------|-------|-------|----------------|-------|-------|
| Grade Level | Mean Scale Score | | | % Standard | | | % Standard Met | | | % Standard Nearly | | | % Standard Not | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 2398. | 2405. | 2412. | 5.31 | 6.74 | 11.61 | 23.01 | 25.84 | 25.00 | 35.40 | 30.34 | 27.68 | 36.28 | 37.08 | 35.71 |
| Grade 4 | 2420. | 2443. | 2451. | 0.85 | 9.65 | 6.32 | 19.66 | 21.93 | 18.95 | 35.04 | 35.09 | 50.53 | 44.44 | 33.33 | 24.21 |
| Grade 5 | 2440. | 2446. | 2453. | 2.04 | 3.39 | 5.41 | 6.12 | 11.86 | 13.51 | 31.97 | 32.20 | 35.14 | 59.86 | 52.54 | 45.95 |
| Grade 6 | 2493. | 2496. | 2493. | 8.39 | 7.69 | 10.32 | 16.78 | 22.38 | 23.81 | 34.27 | 29.37 | 23.81 | 40.56 | 40.56 | 42.06 |
| Grade 7 | 2471. | 2468. | 2459. | 2.78 | 5.48 | 3.05 | 16.67 | 8.90 | 11.45 | 26.85 | 26.71 | 27.48 | 53.70 | 58.90 | 58.02 |
| Grade 8 | 2498. | 2500. | 2506. | 5.36 | 6.54 | 9.63 | 11.61 | 12.15 | 11.11 | 27.68 | 28.04 | 28.89 | 55.36 | 53.27 | 50.37 |
| All Grades | N/A | N/A | N/A | 4.19 | 6.56 | 7.75 | 15.27 | 16.74 | 17.04 | 32.03 | 30.13 | 31.41 | 48.51 | 46.58 | 43.80 |

| Concepts & Procedures Applying mathematical concepts and procedures | | | | | | | | | |
|--|------------------|-------|-------|-----------------------|-------|-------|------------------|-------|-------|
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 11.50 | 16.85 | 25.00 | 44.25 | 37.08 | 34.82 | 44.25 | 46.07 | 40.18 |
| Grade 4 | 5.13 | 13.16 | 10.53 | 34.19 | 41.23 | 41.05 | 60.68 | 45.61 | 48.42 |
| Grade 5 | 3.40 | 7.63 | 7.21 | 21.77 | 22.88 | 25.23 | 74.83 | 69.49 | 67.57 |
| Grade 6 | 14.08 | 13.29 | 14.29 | 33.10 | 32.87 | 32.54 | 52.82 | 53.85 | 53.17 |
| Grade 7 | 6.48 | 6.16 | 5.34 | 23.15 | 28.77 | 26.72 | 70.37 | 65.07 | 67.94 |
| Grade 8 | 5.36 | 5.61 | 9.63 | 29.46 | 37.38 | 37.04 | 65.18 | 57.01 | 53.33 |
| All Grades | 7.71 | 10.18 | 11.83 | 30.72 | 32.91 | 32.68 | 61.57 | 56.90 | 55.49 |

| Problem Solving & Modeling/Data Analysis | | | | | | | | | |
|---|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Using appropriate tools and strategies to solve real world and mathematical problems | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 13.27 | 19.10 | 20.54 | 46.02 | 39.33 | 45.54 | 40.71 | 41.57 | 33.93 |
| Grade 4 | 6.84 | 16.67 | 17.89 | 45.30 | 45.61 | 47.37 | 47.86 | 37.72 | 34.74 |
| Grade 5 | 4.08 | 5.08 | 9.91 | 40.14 | 50.85 | 41.44 | 55.78 | 44.07 | 48.65 |
| Grade 6 | 11.19 | 10.49 | 13.49 | 45.45 | 46.15 | 45.24 | 43.36 | 43.36 | 41.27 |
| Grade 7 | 4.63 | 4.79 | 6.11 | 49.07 | 45.89 | 36.64 | 46.30 | 49.32 | 57.25 |
| Grade 8 | 10.71 | 10.28 | 12.59 | 38.39 | 53.27 | 34.81 | 50.89 | 36.45 | 52.59 |
| All Grades | 8.38 | 10.46 | 13.10 | 43.92 | 47.00 | 41.41 | 47.70 | 42.54 | 45.49 |

| Communicating Reasoning | | | | | | | | | |
|--|-------------------------|--------------|--------------|------------------------------|--------------|--------------|-------------------------|--------------|--------------|
| Demonstrating ability to support mathematical conclusions | | | | | | | | | |
| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 9.73 | 11.24 | 14.29 | 52.21 | 53.93 | 55.36 | 38.05 | 34.83 | 30.36 |
| Grade 4 | 3.42 | 14.91 | 14.74 | 46.15 | 47.37 | 46.32 | 50.43 | 37.72 | 38.95 |
| Grade 5 | 4.08 | 2.54 | 9.01 | 42.86 | 41.53 | 44.14 | 53.06 | 55.93 | 46.85 |
| Grade 6 | 8.39 | 11.19 | 14.29 | 51.75 | 46.15 | 46.83 | 39.86 | 42.66 | 38.89 |
| Grade 7 | 5.56 | 6.85 | 4.58 | 51.85 | 50.68 | 47.33 | 42.59 | 42.47 | 48.09 |
| Grade 8 | 2.68 | 8.41 | 9.63 | 51.79 | 51.40 | 53.33 | 45.54 | 40.19 | 37.04 |
| All Grades | 5.68 | 9.07 | 10.85 | 49.19 | 48.26 | 49.01 | 45.14 | 42.68 | 40.14 |

Conclusions based on this data:

No data was available from the 2019-20 school year as the state-wide CAASPP summative assessment was cancelled due to the global COVID 19 pandemic. Based on analysis of CAASPP summative data for Mathematics, all students in grades 3-8 at Juan Lagunas Soria School have demonstrated improved student achievement outcomes between 2016 and 2019, with the total number of students who met or exceeded standard increasing from 19.46% in the 2016-17 school year to 24.79% in the 2018-19 school year. Although the percentage of students who nearly met standard slightly decreased from 32.03% in the 2016-17 school year to 31.41% in the 2018-19 school year, the percentage of students who did not meet standard demonstrated a greater decrease from 48.51% in the 2016-17 school year to 43.8% in the 2018-19 school year. Analysis of data from the three CAASPP Claim areas shows that all students in grades 3-8 scoring above standard at Juan Lagunas Soria School showed similar gains in the Claims of Concepts and Procedures, Problem Solving and Modeling/Data Analysis, and Communicating Reasoning between 2016 and 2019, with increases by 4.12 percentage points, 4.72 percentage points, and by 5.17 percentage points respectively. Overall, percentages of all students in grades 3-8 scoring below standard in all three Claims decreased between 2016 and 2019, with the greatest decreases occurring in the Concepts and Procedures and Communicating Reasoning Claims in which the percentage of students scoring below standard fell by 6.08 percentage points and by 5 percentage points respectively. Based on the significantly lower percentages of grades 3-8 students meeting or exceeding standards in Math in comparison to English Language Arts, Juan Lagunas Soria School classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after the instructional day. Classroom teachers will also implement effective, evidence-based instructional strategies in order to provide all students clearly articulated learning goals based on Common Core State Standards; increased depths of knowledge levels throughout instructional activities to build rigor within grade-level standards; scaffolding to connect students' prior knowledge and current ability levels to grade-level standard expectations; immediate feedback to students; reteaching of core subject matter based on formative assessment data; opportunities for student collaboration and peer modeling; and high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

School and Student Performance Data

ELPAC Results

| ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students | | | | | | | | |
|--|---------|--------|---------------|--------|------------------|--------|---------------------------|-------|
| Grade Level | Overall | | Oral Language | | Written Language | | Number of Students Tested | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| Grade K | 52 | 1425.0 | 52 | 1430.1 | 52 | 1412.6 | 52 | 31 |
| Grade 1 | 59 | 1449.9 | 59 | 1461.7 | 59 | 1437.7 | 59 | 47 |
| Grade 2 | 58 | 1512.1 | 58 | 1500.8 | 58 | 1522.8 | 58 | 59 |
| Grade 3 | 33 | 1484.1 | 33 | 1476.1 | 33 | 1491.6 | 33 | 27 |
| Grade 4 | 32 | 1519.7 | 32 | 1507.1 | 32 | 1532.0 | 32 | 23 |
| Grade 5 | 26 | 1546.1 | 26 | 1557.5 | 26 | 1534.1 | 26 | 14 |
| Grade 6 | 18 | 1529.6 | 18 | 1524.8 | 18 | 1533.6 | 18 | 13 |
| Grade 7 | | 1583.4 | | 1558.0 | | 1608.4 | | 12 |
| Grade 8 | | * | | * | | * | | 6 |
| All Grades | 278 | | 278 | | 278 | | 278 | 232 |

| Overall Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 38% | 16.13 | 37% | 29.03 | 19% | 45.16 | 6% | 9.68 | 52 | 31 |
| 1 | 53% | 2.13 | 29% | 46.81 | 8% | 44.68 | 10% | 6.38 | 59 | 47 |
| 2 | 66% | 27.12 | 27% | 50.85 | 5% | 20.34 | 2% | 1.69 | 58 | 59 |
| 3 | 9% | 3.70 | 41% | 37.04 | 33% | 51.85 | 9% | 7.41 | 33 | 27 |
| 4 | 28% | 26.09 | 66% | 47.83 | 6% | 26.09 | NA | 0.00 | 32 | 23 |
| 5 | 42% | 42.86 | 46% | 42.86 | 12% | 14.29 | NA | 0.00 | 26 | 14 |
| 6 | 22% | 15.38 | 67% | 53.85 | 11% | 23.08 | NA | 7.69 | 18 | 13 |
| 7 | | 58.33 | | 25.00 | | 16.67 | | 0.00 | | 12 |
| All Grades | 42% | 19.40 | 41% | 43.97 | 13% | 32.33 | 4% | 4.31 | 278 | 232 |

| Oral Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|--|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 38.5% | 16.13 | 38.5% | 32.26 | 17% | 38.71 | 6% | 12.90 | 52 | 31 |
| 1 | 70% | 14.89 | 17% | 46.81 | 8% | 36.17 | 5% | 2.13 | 59 | 47 |
| 2 | 74% | 38.98 | 22% | 44.07 | 2% | 16.95 | 2% | 0.00 | 58 | 59 |
| 3 | 24% | 22.22 | 49% | 29.63 | 24% | 33.33 | 3% | 14.81 | 33 | 27 |
| 4 | 47% | 30.43 | 47% | 56.52 | 6% | 13.04 | NA | 0.00 | 32 | 23 |
| 5 | 58% | 78.57 | 35% | 21.43 | 7% | 0.00 | 7% | 0.00 | 26 | 14 |
| 6 | 44% | 30.77 | 56% | 61.54 | NA | 7.69 | NA | 0.00 | 18 | 13 |
| 7 | | 58.33 | | 25.00 | | 16.67 | | 0.00 | | 12 |
| All Grades | 54% | 31.03 | 33% | 41.81 | 10% | 23.28 | 3% | 3.88 | 278 | 232 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---------|-------|---------|-------|---------|-------|---------|-------|--------------------------|-------|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 33% | 9.68 | 27% | 29.03 | 34% | 54.84 | 6% | 6.45 | 52 | 31 |
| 1 | 48% | 4.26 | 20% | 25.53 | 15% | 48.94 | 17% | 21.28 | 59 | 47 |
| 2 | 55% | 27.12 | 33% | 45.76 | 7% | 25.42 | 5% | 1.69 | 58 | 59 |
| 3 | NA | 0.00 | 52% | 25.93 | 21% | 66.67 | 27% | 7.41 | 33 | 27 |
| 4 | 22% | 17.39 | 50% | 30.43 | 25% | 43.48 | 3% | 8.70 | 32 | 23 |
| 5 | 42% | 7.14 | 38% | 21.43 | 20% | 64.29 | NA | 7.14 | 26 | 14 |
| 6 | 6% | 0.00 | 56% | 38.46 | 32% | 53.85 | 6% | 7.69 | 18 | 13 |
| 7 | | 41.67 | | 41.67 | | 16.67 | | 0.00 | | 12 |
| All Grades | 34% | 13.36 | 35% | 33.19 | 21% | 44.83 | 10% | 8.62 | 278 | 232 |

| Listening Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 65% | 16.13 | 29% | 77.42 | 6% | 6.45 | 52 | 31 |
| 1 | 73% | 55.32 | 24% | 42.55 | 3% | 2.13 | 59 | 47 |
| 2 | 86% | 54.24 | 12% | 45.76 | 2% | 0.00 | 58 | 59 |
| 3 | 27% | 11.11 | 67% | 62.96 | 6% | 25.93 | 33 | 27 |
| 4 | 44% | 26.09 | 53% | 69.57 | 3% | 4.35 | 32 | 23 |
| 5 | 38% | 28.57 | 58% | 71.43 | 4% | 0.00 | 26 | 14 |
| 6 | 22% | 15.38 | 72% | 69.23 | 6% | 15.38 | 18 | 13 |
| 7 | | 16.67 | | 75.00 | | 8.33 | | 12 |
| All | 59% | 35.34 | 37% | 58.62 | 4% | 6.03 | 278 | 232 |

| Speaking Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|--|----------------|--------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 38% | 25.81 | 52% | 64.52 | 10% | 9.68 | 52 | 31 |
| 1 | 55% | 4.26 | 37% | 82.98 | 8% | 12.77 | 59 | 47 |
| 2 | 72% | 33.90 | 24% | 61.02 | 4% | 5.08 | 58 | 59 |
| 3 | 39% | 37.04 | 46% | 51.85 | 15% | 11.11 | 33 | 27 |
| 4 | 56% | 47.83 | 49% | 52.17 | NA | 0.00 | 32 | 23 |
| 5 | 77% | 100.00 | 23% | 0.00 | NA | 0.00 | 26 | 14 |
| 6 | 78% | 61.54 | 22% | 38.46 | NA | 0.00 | 18 | 13 |
| 7 | | 83.33 | | 8.33 | | 8.33 | | 12 |
| All Grades | 57% | 37.07 | 37% | 56.03 | 6% | 6.90 | 278 | 232 |

| Reading Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 27% | 9.68 | 69% | 83.87 | 4% | 6.45 | 52 | 31 |
| 1 | 66% | 17.02 | 17% | 57.45 | 17% | 25.53 | 59 | 47 |
| 2 | 67% | 22.03 | 26% | 76.27 | 26% | 1.69 | 58 | 59 |
| 3 | NA | 0.00 | 61% | 66.67 | 61% | 33.33 | 33 | 27 |
| 4 | 16% | 13.04 | 75% | 56.52 | 75% | 30.43 | 32 | 23 |
| 5 | 35% | 14.29 | 61% | 71.43 | 61% | 14.29 | 26 | 14 |
| 6 | 11% | 0.00 | 39% | 53.85 | 39% | 46.15 | 18 | 13 |
| 7 | | 66.67 | | 25.00 | | 8.33 | | 12 |
| All Grades | 39% | 16.81 | 46% | 65.09 | 15% | 18.10 | 278 | 232 |

| Writing Domain Percentage of Students by Domain Performance Level for All Students | | | | | | | | |
|---|----------------|-------|---------------------|-------|-----------|-------|--------------------------|-------|
| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | 61% | 35.48 | 33% | 48.39 | 6% | 16.13 | 52 | 31 |
| 1 | 31% | 8.51 | 47% | 65.96 | 22% | 25.53 | 59 | 47 |
| 2 | 45% | 23.73 | 55% | 66.10 | NA | 10.17 | 58 | 59 |
| 3 | 30% | 14.81 | 61% | 81.48 | 9% | 3.70 | 33 | 27 |
| 4 | 44% | 39.13 | 53% | 60.87 | 3% | 0.00 | 32 | 23 |
| 5 | 62% | 0.00 | 38% | 92.86 | NA | 7.14 | 26 | 14 |
| 6 | 11% | 23.08 | 89% | 76.92 | NA | 0.00 | 18 | 13 |
| 7 | | 25.00 | | 75.00 | | 0.00 | | 12 |
| All Grades | 43% | 20.69 | 50% | 68.53 | 7% | 10.78 | 278 | 232 |

Conclusions based on this data:

No data was available from the 2019-20 school year as the state-wide CAASPP summative assessment was cancelled due to the global COVID 19 pandemic. Based on analysis of ELPAC summative data, all students in grades K-7 at Juan Lagunas Soria School demonstrated a significant decrease in student achievement outcomes between the 2017-18 and 2018-19 school year, with students' Overall Language scores in Levels 3 and 4 decreasing from 83% in 2017-18 to 63.27% in 2018-19 (There were not enough students tested in 8th grade to yield statistically significant results). The total number of identified English Learners, however, did decrease by 46 students between these two school years possibly due to the number of reclassifications that occurred during this time. Similarly, Oral Language and Written Language scores for students in grades 3-7 also demonstrated significant decreases, with the percentage of students scoring in Levels 3 and 4 in Oral Language decreasing by 14.16 percentage points and the percentage of students scoring in Levels 3 and 4 in Written Language decreasing by 22.45 percentage points. It is important to note as well that the ELPAC scores in 2017-18 only reflect students in grades K-6, whereas the scores in 2018-19 reflect students in grades K-7. Based on the significant decreases in students' ELPAC scores from 2017-18 to 2018-19, Juan Lagunas Soria School teachers will focus on providing effective designated and integrated English Language Development, as well as intensive and strategic interventions and supports for English Learners, especially those identified as Long Term English Learners. In addition, professional development will continue to be coordinated and provided to classroom teachers to improve instructional strategies that focus on scaffolding core content to ensure English Learners can access grade level

standards without decreasing depths of knowledge levels and rigor in both Sheltered English Instruction (SEI) and Dual Language Immersion (DLI) settings.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

| 2018-19 Student Population | | | |
|----------------------------|---------------------------------|------------------|--------------|
| Total Enrollment | Socioeconomically Disadvantaged | English Learners | Foster Youth |
| 1032 | 53.4 | 30.5 | 0.2 |

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

| 2018-19 Enrollment for All Students/Student Group | | |
|---|-------|------------|
| Student Group | Total | Percentage |
| English Learners | 315 | 30.5 |
| Foster Youth | 2 | 0.2 |
| Homeless | 3 | 0.3 |
| Socioeconomically Disadvantaged | 551 | 53.4 |
| Students with Disabilities | 72 | 7.0 |

| Enrollment by Race/Ethnicity | | |
|------------------------------|-------|------------|
| Student Group | Total | Percentage |
| African American | 13 | 1.3 |
| Asian | 9 | 0.9 |
| Filipino | 11 | 1.1 |
| Hispanic | 942 | 91.3 |
| Two or More Races | 9 | 0.9 |
| Pacific Islander | 2 | 0.2 |
| White | 46 | 4.5 |





Conclusions based on this data:

Analysis of Dashboard Student Population student group data revealed that there were a total of three significant subgroups at Juan Lagunas Soria School during the 2018-19 school year: English Learners (30.5%), Socioeconomically Disadvantaged (53.4%), and Students with Disabilities (7%). Analysis of Dashboard Student Population race/ethnicity data revealed that there was one significant subgroup at Juan Lagunas Soria School during the 2018-19 school year: Hispanic (91.3%). Based on 2018-19 Student Population data, Juan Lagunas Soria School will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and summative student achievement data for ELs, Socioeconomically Disadvantaged, and Students with Disabilities subgroups in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention and support for students not meeting grade-level standards.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

| Academic Performance | Academic Engagement | Conditions & Climate |
|---|---|---|
| <p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="289 506 378 537">Orange</p> | <p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="768 506 857 537">Yellow</p> | <p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1247 506 1336 537">Orange</p> |
| <p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="289 703 378 735">Orange</p> | | |

Conclusions based on this data:

Based on 2019 Dashboard Overall Performance data for all students, Juan Lagunas Soria School will continue to focus on improving student achievement outcomes in the areas of English Language Arts and Mathematics to promote student success across all core content areas in both Sheltered English Instruction (SEI) and Dual Language Immersion (DLI) settings.

Overall Performance for all students within the 2019 Dashboard indicators of Chronic Absenteeism fell within the yellow range and indicators for Suspension Rate fell within the orange range. Juan Lagunas Soria School will continue to monitor and address daily student tardies and absences, implement effective preventative programs and incentives to increase students' positive attendance, and address students' behavioral, social, and emotional needs in order to administer progressive and meaningful measures of corrective and disciplinary action, while minimizing the need for student suspension. Juan Lagunas Soria School will focus on implementing the foundational principles of the Positive Behavioral Interventions and Supports program to foster positive school culture that strengthens student character and sense of belonging, safety and wellbeing.

Both College/Career and Graduation Rate Dashboard indicators were both not applicable to Juan Lagunas Soria School in 2019.

School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard English Language Arts Performance for All Students/Student Group | | |
|--|---|--|
| <p>All Students</p>  Orange 12 points below standard Maintained ++1.7 points 708 | <p>English Learners</p>  Orange 28.1 points below standard Maintained ++1.5 points 306 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | <p>Socioeconomically Disadvantaged</p>  Yellow 22.1 points below standard Increased ++8.1 points 380 | <p>Students with Disabilities</p>  Orange 136.2 points below standard Increased ++6.7 points 58 |

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |  No Performance Color 0 Students |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 17.3 points below standard Maintained ++1 points 654 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 57.4 points above standard Increased ++8.7 points 26 |

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|---|--|--|
| 91.3 points below standard Declined Significantly -30.9 points 90 | 1.7 points below standard Increased ++7.6 points 216 | 6.8 points below standard Maintained -0.5 points 336 |

Conclusions based on this data:

Based on the small percentages of all grades 3-8 students meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities significant subgroups, Juan Lagunas Soria School classroom teachers will continue to implement evidence-based instructional practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. To increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

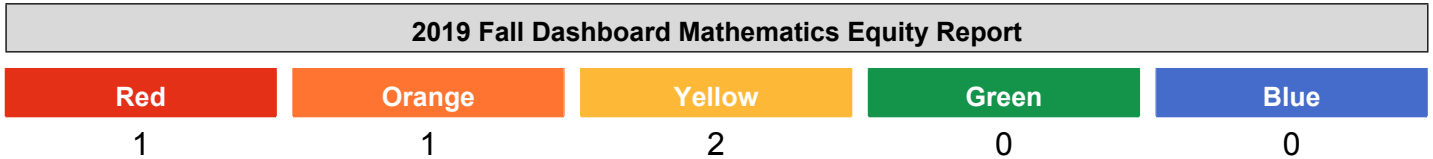
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Mathematics Performance for All Students/Student Group | | |
|--|---|---|
| <p>All Students</p>  Orange 66.1 points below standard Maintained ++1.3 points 705 | <p>English Learners</p>  Yellow 78.6 points below standard Increased ++5.2 points 304 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 | <p>Socioeconomically Disadvantaged</p>  Yellow 77.1 points below standard Increased ++6.5 points 379 | <p>Students with Disabilities</p>  Red 176.2 points below standard Maintained ++2.2 points 58 |

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|---|
|  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange 71.6 points below standard Maintained ++0.2 points 651 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  No Performance Color 21 points above standard Increased Significantly ++10.2 points 26 |

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

| Current English Learner | Reclassified English Learners | English Only |
|--|---|---|
| 117.8 points below standard Declined Significantly -25.2 points 89 | 62.4 points below standard Increased Significantly ++15.6 points 215 | 60.4 points below standard Maintained -2.8 points 336 |

Conclusions based on this data:

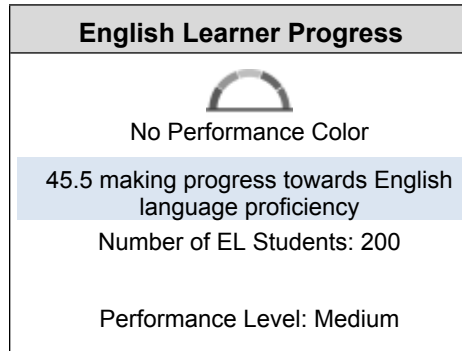
Based on the percentages of all students in grades 3-8 meeting or exceeding standards, including those representing English Learner, Socioeconomically Disadvantaged, and Students with Disabilities significant subgroups, Juan Lagunas Soria School classroom teachers will focus on integrating Mathematical Mindset strategies throughout the instructional core Mathematics program to build students' critical thinking skills, while, at the same time, providing underperforming students intensive, small group intervention before, during, and after the instructional day. To increase student achievement for English Learners, teachers will provide opportunities for student collaboration and peer modeling to build English Learners' oral and written language skills and academic vocabulary in the area of Mathematics. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; and promote high expectations for student success on grade-level Common Core State Standards in the area of Mathematics.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
|--------------------------|--|-------------------------|------------------------------------|
| | 29.5 | 5.5 | |

Conclusions based on this data:

Based on 2019 Dashboard English Language Proficiency Assessments for California (ELPAC) data, Juan Lagunas Soria School classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in grades Kindergarten through 8th grades will continue to receive daily Designated ELD instruction, based on the instructional requirements determined for Distance Learning, Hybrid Model, and/or traditional school settings.

English Learners will be clustered 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.

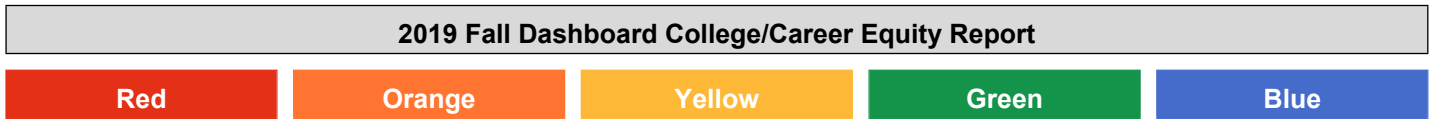
School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group | | |
|---|---------------------------------|----------------------------|
| All Students | English Learners | Foster Youth |
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity | | | |
|--|-------------------|------------------|----------|
| African American | American Indian | Asian | Filipino |
| Hispanic | Two or More Races | Pacific Islander | White |

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

| 2019 Fall Dashboard College/Career 3-Year Performance | | |
|---|----------------------|----------------------|
| Class of 2017 | Class of 2018 | Class of 2019 |
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

Conclusions based on this data:

N/A

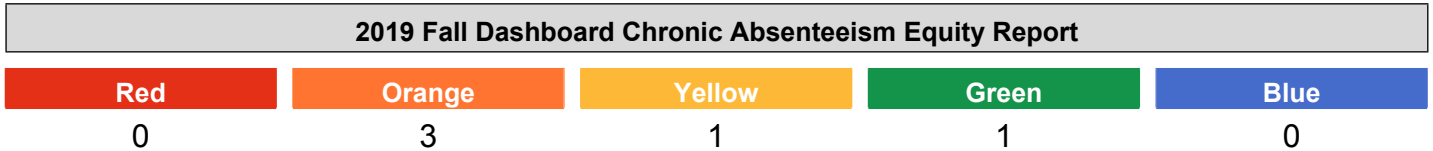
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group | | |
|---|---|---|
| <p>All Students</p>  <p>Yellow</p> <p>4.6</p> <p>Increased +0.6</p> <p>1047</p> | <p>English Learners</p>  <p>Yellow</p> <p>3.4</p> <p>Increased +0.8</p> <p>324</p> | <p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>4</p> |
| <p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>7</p> | <p>Socioeconomically Disadvantaged</p>  <p>Orange</p> <p>6.4</p> <p>Increased +0.9</p> <p>574</p> | <p>Students with Disabilities</p>  <p>Orange</p> <p>12.6</p> <p>Increased +3.8</p> <p>87</p> |

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|--|---|--|
|  No Performance Color 23.1 Increased +6.4 13 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |  No Performance Color 0 Maintained 0 11 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Green 4.4 Maintained +0.4 956 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 9 |  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 |  Orange 6.4 Increased +2.1 47 |

Conclusions based on this data:

Based on 2019 Dashboard Chronic Absenteeism data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White significant subgroups, Juan Lagunas Soria School will continue to focus on addressing students' and family's challenges with daily student attendance.

School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, Assistant Principal 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.

School and Student Performance Data

Academic Engagement Graduation Rate

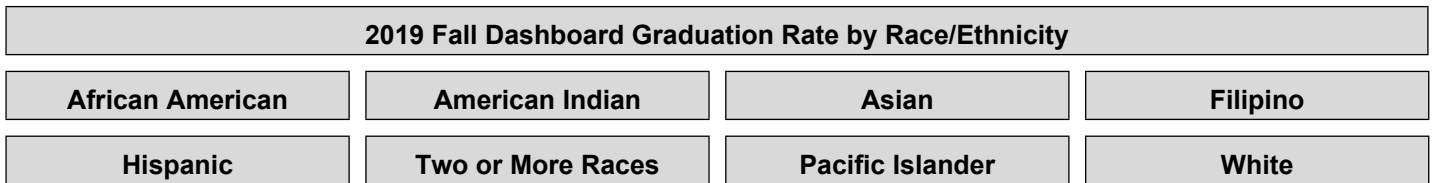
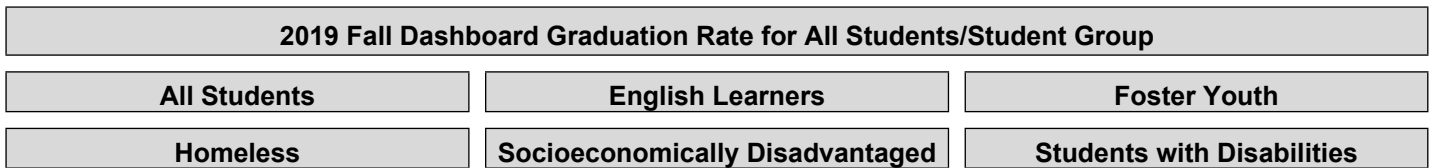
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

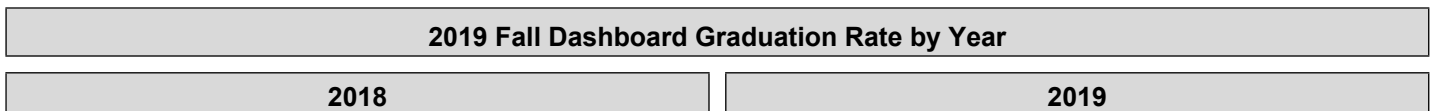
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

N/A

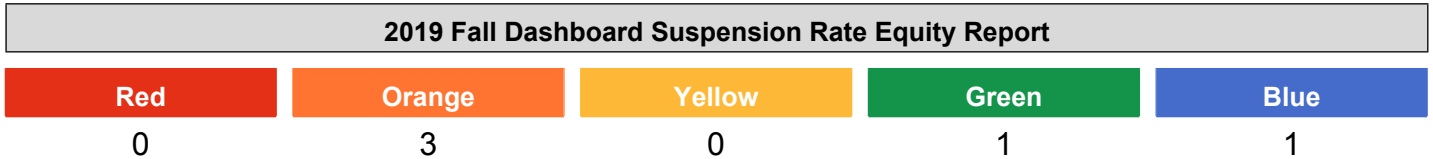
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|--|---|
| <p>All Students</p>  Orange 2.5 Increased +0.5 1057 | <p>English Learners</p>  Green 0.6 Declined -0.3 326 | <p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 4 |
| <p>Homeless</p>  No Performance Color Less than 11 Students - Data Not 7 | <p>Socioeconomically Disadvantaged</p>  Orange 3.6 Increased +1 582 | <p>Students with Disabilities</p>  Orange 4.5 Increased +3.3 88 |

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|--|--|---|--|
|  No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0 13 |  No Performance Color Less than 11 Students - Data 9 |  No Performance Color Less than 11 Students - Data 9 |  No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0 11 |
| Hispanic | Two or More Races | Pacific Islander | White |
|  Orange <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">2.6</div> Increased +0.4 965 |  No Performance Color Less than 11 Students - Data 9 |  No Performance Color Less than 11 Students - Data 2 |  Blue <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Maintained 0 48 |

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

2019 Fall Dashboard Suspension Rate by Year

| 2017 | 2018 | 2019 |
|------|------|------|
| | 2 | 2.5 |

Conclusions based on this data:

Based on 2019 Dashboard Suspension Rate data for all students, including those representing English Learner, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White significant subgroups, Juan Lagunas Soria School will continue addressing students' behavioral needs through the implementation of a progressive discipline policy in order to minimize the need for student suspension.

Classroom teachers will closely monitor and document student behavior throughout the instructional day and across a variety of contexts, including the Distance Learning context and more traditional classroom, playground, cafeteria, hallways, bathrooms, ingress, and egress contexts when students return back to school for in-person instruction. Classroom teachers will continue to maintain open lines of communication with parents to inform parents of behaviors that negatively impact the safe, positive learning environment within the school. The school will communicate to Spanish-speaking parents in their primary language to ensure parents have a good understanding of their child's behavior at school.

Infractions during Distance Learning will be communicated by classroom teachers to school site administrators electronically. When students return to in-person instruction on campus, minor infractions will be documented using a student behavior monitoring log. Major infractions will result in an office discipline referral, which will be followed up by the school assistant principal and/or principal. Consequences for student misbehavior will align to the severity of the infraction and will take into consideration the context of the infraction, the historical background of the student, as well as the students' social/emotional/academic/intellectual needs. For most cases, restorative practices will be provided to address the social/emotional harm caused or created by the infraction. The discipline process will emphasize student accountability, self-reflection, and problem solving in order to redirect student behavior and build positive outcomes with peers.

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 academic standards 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% | 2020-21 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% | 2020-21 CAASPP Expected Outcomes (All Students): Met/Exceeded: 34.49% Nearly Met: 31.41% Not Met: 33.8% |
| ELPAC | Based on 2018-19 ELPAC 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). | 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 2020-21 Baseline Data (September, 2020) | <p>Kindergarten Fall 2020 Baseline Data (English; N=94): At/Above Benchmark: 61% Below Benchmark: 39%</p> <p>Kindergarten Fall 2020 Baseline Data (Spanish; N=47): At/Above Benchmark: 64% Below Benchmark: 36%</p> <p>1st Grade Fall 2020 Baseline Data (English; N=68): At/Above Benchmark: 72% Below Benchmark: 28%</p> <p>1st Grade Fall 2020 Baseline Data (Spanish; N=31): At/Above Benchmark: 94% Below Benchmark: 6%</p> | <p>Kindergarten 2020-21 Expected Outcomes (English): At/Above Benchmark 66% (Winter); 71% (Spring) Below Benchmark: 34% (Winter); 29% (Spring)</p> <p>Kindergarten 2020-21 Expected Outcomes (Spanish): At/Above Benchmark 69% (Winter); 74% (Spring) Below Benchmark: 31% (Winter); 26% (Spring)</p> <p>1st Grade 2020-21 Expected Outcomes (English): At/Above Benchmark 77% (Winter); 82% (Spring) Below Benchmark: 23% (Winter); 18% (Spring)</p> <p>1st Grade 2020-21 Expected Outcomes (Spanish): At/Above Benchmark 96% (Winter); 98% (Spring) Below Benchmark: 4% (Winter); 2% (Spring)</p> |
| STAR 360 Reading 2020-21 Baseline Data (Fall, 2020) | <p>2nd Grade Fall 2020 Baseline Data (English; N=85): At/Above Benchmark: 51% Below Benchmark: 49%</p> <p>2nd Grade Fall 2020 Baseline Data (Spanish; N=40): At/Above Benchmark: 65% Below Benchmark: 35%</p> <p>3rd Grade Fall 2020 Baseline Data (English; N=96): At/Above Benchmark: 27% Below Benchmark: 73%</p> <p>3rd Grade Fall 2020 Baseline Data (Spanish; N=47): At/Above Benchmark: 45% Below Benchmark: 55%</p> | <p>2nd Grade 2020-21 Expected Outcomes (English): At/Above Benchmark 56% (Winter); 61% (Spring) Below Benchmark: 44% (Winter); 39% (Spring)</p> <p>2nd Grade 2020-21 Expected Outcomes (Spanish): At/Above Benchmark 70% (Winter); 75% (Spring) Below Benchmark: 30% (Winter); 25% (Spring)</p> <p>3rd Grade 2020-21 Expected Outcomes (English): At/Above Benchmark 32% (Winter); 37% (Spring) Below Benchmark: 68% (Winter); 63% (Spring)</p> |

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

4th Grade Fall 2020 Baseline Data (English; N=104):
At/Above Benchmark: 33%
Below Benchmark: 67%

4th Grade Fall 2020 Baseline Data (Spanish; N=48):
At/Above Benchmark: 48%
Below Benchmark: 52%

5th Grade Fall 2020 Baseline Data (English; N=127):
At/Above Benchmark: 34%
Below Benchmark: 66%

5th Grade Fall 2020 Baseline Data (Spanish; N=63):
At/Above Benchmark: 38%
Below Benchmark: 62%

6th Grade Fall 2020 Baseline Data (English; N=97):
At/Above Benchmark: 38%
Below Benchmark: 62%

6th Grade Fall 2020 Baseline Data (Spanish; N=53):
At/Above Benchmark: 57%
Below Benchmark: 43%

7th Grade Fall 2020 Baseline Data (English; N=108):
At/Above Benchmark: 29%
Below Benchmark: 71%

7th Grade Fall 2020 Baseline Data (Spanish; N=55):
At/Above Benchmark: 64%
Below Benchmark: 36%

8th Grade Fall 2020 Baseline Data (English, N=92):
At/Above Benchmark: 42%
Below Benchmark: 58%

8th Grade Fall 2020 Baseline Data (Spanish; N=70):
At/Above Benchmark: 46%
Below Benchmark: 54%

3rd Grade 2020-21 Expected Outcomes (Spanish):
At/Above Benchmark 50% (Winter); 55% (Spring)
Below Benchmark: 50% (Winter); 45% (Spring)

4th Grade 2020-21 Expected Outcomes (English):
At/Above Benchmark 38% (Winter); 43% (Spring)
Below Benchmark: 62% (Winter); 57% (Spring)

4th Grade 2020-21 Expected Outcomes (Spanish):
At/Above Benchmark 53% (Winter); 58% (Spring)
Below Benchmark: 47% (Winter); 42% (Spring)

5th Grade 2020-21 Expected Outcomes (English):
At/Above Benchmark 39% (Winter); 44% (Spring)
Below Benchmark: 61% (Winter); 56% (Spring)

5th Grade 2020-21 Expected Outcomes (Spanish):
At/Above Benchmark 43% (Winter); 48% (Spring)
Below Benchmark: 57% (Winter); 52% (Spring)

6th Grade 2020-21 Expected Outcomes (English):
At/Above Benchmark 43% (Winter); 48% (Spring)
Below Benchmark: 57% (Winter); 52% (Spring)

6th Grade 2020-21 Expected Outcomes (Spanish):
At/Above Benchmark 62% (Winter); 67% (Spring)
Below Benchmark: 38% (Winter); 33% (Spring)

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | | <p>7th Grade 2020-21 Expected Outcomes (English): At/Above Benchmark 34% (Winter); 39% (Spring) Below Benchmark: 66% (Winter); 61% (Spring)</p> <p>7th Grade 2020-21 Expected Outcomes (Spanish): At/Above Benchmark 69% (Winter); 74% (Spring) Below Benchmark: 31% (Winter); 26% (Spring)</p> <p>8th Grade 2020-21 Expected Outcomes (English): At/Above Benchmark 47% (Winter); 52% (Spring) Below Benchmark: 63% (Winter); 68% (Spring)</p> <p>8th Grade 2020-21 Expected Outcomes (Spanish): At/Above Benchmark 51% (Winter); 56% (Spring) Below Benchmark: 49% (Winter); 44% (Spring)</p> |
| <p>STAR 360 Math 2020-21 Baseline Data (Fall, 2020)</p> | <p>1st Grade Fall 2020 Baseline Data (N=67): At/Above Benchmark: 69% Below Benchmark: 31%</p> <p>2nd Grade Fall 2020 Baseline Data (N=46): At/Above Benchmark: 46% Below Benchmark: 54%</p> <p>3rd Grade Fall 2020 Baseline Data (N=90): At/Above Benchmark: 29% Below Benchmark: 71%</p> <p>4th Grade Fall 2020 Baseline Data (N=75): At/Above Benchmark: 19% Below Benchmark: 81%</p> | <p>1st Grade 2020-21 Expected Outcomes: At/Above Benchmark 74% (Winter); 79% (Spring) Below Benchmark: 26% (Winter); 21% (Spring)</p> <p>2nd Grade 2020-21 Expected Outcomes: At/Above Benchmark 51% (Winter); 56% (Spring) Below Benchmark: 49% (Winter); 44% (Spring)</p> <p>3rd Grade 2020-21 Expected Outcomes: At/Above Benchmark 34% (Winter); 39% (Spring) Below Benchmark: 66% (Winter); 61% (Spring)</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|--|
| | 5th Grade Fall 2020 Baseline Data (N=63): At/Above Benchmark: 14% Below Benchmark: 86% | 4th Grade 2020-21 Expected Outcomes: At/Above Benchmark 24% (Winter); 29% (Spring) Below Benchmark: 76% (Winter); 71% (Spring) |
| | 6th Grade Fall 2020 Baseline Data (N=96): At/Above Benchmark: 14% Below Benchmark: 86% | 5th Grade 2020-21 Expected Outcomes: At/Above Benchmark 19% (Winter); 24% (Spring) Below Benchmark: 81% (Winter); 76% (Spring) |
| | 7th Grade Fall 2020 Baseline Data (N=112): At/Above Benchmark: 16% Below Benchmark: 84% | 6th Grade 2020-21 Expected Outcomes: At/Above Benchmark 19% (Winter); 24% (Spring) Below Benchmark: 81% (Winter); 76% (Spring) |
| | 8th Grade Fall 2020 Baseline Data (N=119): At/Above Benchmark: 18% Below Benchmark: 82% | 7th Grade 2020-21 Expected Outcomes: At/Above Benchmark 21% (Winter); 26% (Spring) Below Benchmark: 79% (Winter); 74% (Spring) |
| | | 8th Grade 2020-21 Expected Outcomes: At/Above Benchmark 23% (Winter); 28% (Spring) Below Benchmark: 77% (Winter); 72% (Spring) |

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) |
|-----------|---|
| 27405 | Discretionary 4000-4999: Books And Supplies Warehouse charges, Publication Charges, Materials and Supplies, Computer Supplies and Software, and Equipment |
| 12200 | LCFF - Targeted 4000-4999: Books And Supplies Office Equipment (e.g., Computer equipment, Printers, software) |
| 1750 | Discretionary 5700-5799: Transfers Of Direct Costs Graphics |
| 250 | Discretionary 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions, Licenses, Apps |
| 5983 | Discretionary 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for teacher collaboration |
| 10000 | LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Professional Development expenses for Certificated and Classified Staff |
| 17238 | LCFF - Targeted 4000-4999: Books And Supplies Supplemental Instructional Materials and Supplies, including Spanish literacy books for DLI program |
| 5591 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra Hours to participate in Professional Development/Training |
| 2530 | Title I 4000-4999: Books And Supplies |

| | |
|------|--|
| | Supplemental Instructional Materials and Supplies |
| 1054 | LCFF - Intervention 2000-2999: Classified Personnel Salaries Library Media Tech Overtime |

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) | Source(s) |
|-----------|--|
| 2992 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Floating Certificated Subs for Teacher Release to attend SST meetings |
| 1197 | Discretionary 1000-1999: Certificated Personnel Salaries Floating Certificated Subs for Teacher Release to attend SST meetings |
| 599 | Title I 1000-1999: Certificated Personnel Salaries Floating Certificated Subs for Teacher Release to attend SST 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., SIOP) 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) |
|-----------|--|
| 1500 | Title III 5000-5999: Services And Other Operating Expenditures Professional Development costs |
| 8377 | Title III 1000-1999: Certificated Personnel Salaries Extra hours for Certificated Teachers to provide targeted intervention for English Learners |
| 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 |
| 313 | 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 Two Intervention Support Providers to facilitate Tier II and Tier III-level small group instruction and intervention |
| 57437 | Title I 1000-1999: Certificated Personnel Salaries Two Intervention Support Providers to facilitate Tier II and Tier III-level small group instruction and intervention |
| | District Funded 1000-1999: Certificated Personnel Salaries Two Kindergarten paraeducators to support small group instruction |
| 17949 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra Hours for Tutoring |
| 1500 | Discretionary 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 virtual 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)

2000

Source(s)

LCFF - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
Virtual Field Trip Expense 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

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)

2125

Source(s)

Discretionary
5000-5999: Services And Other Operating
Expenditures
Duplo Maintenance Agreement

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 5000-5999: Services And Other Operating Expenditures District-wide Renaissance contract |
| | District Funded 2000-2999: Classified Personnel Salaries Library Media Tech Salary |
| 1000 | LCFF - Targeted 4000-4999: Books And Supplies AR Rewards and Incentives |
| 5000 | Title I 4000-4999: Books And Supplies Non Fiction literacy books |

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) | Source(s) |
|-----------|---|
| 2992 | LCFF - Intervention 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 |
| 1250 | Discretionary 5800: Professional/Consulting Services And Operating Expenditures Shred-it: Paper Shredding & Document Destruction Services |
| 1197 | Discretionary 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 |
| 198 | LCFF - Targeted 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)]

District Funded
None Specified
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) |
|-----------|--|
| 5200 | LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Newsela school-wide license |
| 4300 | LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures BrainPop, BrainPop Jr., BrainPop ELL, BrainPop Espanol school-wide license |
| 5500 | LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures IXL school-wide license |
| | 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 |

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 Certificated Extra Hours for Teacher Liaison |

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 Association Student Body (ASB). ASB students will participate in the annual CADA Leadership Conference.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using 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 - Targeted
5800: Professional/Consulting Services And
Operating Expenditures
CADA Leadership Conference

1000

LCFF - Targeted
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)

2000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Academic Incentives and Awards

6800

LCFF - Targeted
4000-4999: Books 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.

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 - Targeted 5700-5799: Transfers Of Direct Costs AVID Field Trips (Transportation Fees) |
| 500 | LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures AVID Field Trips (Expense Fees) |
| | District Funded 1000-1999: Certificated Personnel Salaries AVID Tutors |
| 2000 | LCFF - Targeted 4000-4999: Books And Supplies AVID Instructional Materials |

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 establish two Canvas Lead Teachers to provide professional development and support to teachers with creating and maintaining their Canvas learning management system accounts for 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 1000-1999: Certificated Personnel Salaries Extra hours for Canvas Lead Teachers to provide Canvas support and training to teachers |
| 5000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra hours for Canvas Lead Teachers to provide Canvas support and training to teachers |
| 5000 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra hours for Certificated Teachers to receive Canvas support and training |

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 - Targeted 4000-4999: Books And Supplies Materials expenses to promote 8th grade students' transition to high school |
| 500 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra hours for teachers and counselor to support 8th grade students' transition to high school |
| 250 | LCFF - Intervention 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)

0

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.

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.

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.

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 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.

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 38

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 39

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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 40

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student 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: 2019-20

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, Juan Lagunas Soria School will emphasize building rigor across all grade levels, while scaffolding instruction to strengthen students' skills on grade-level standards in both Sheltered English Instruction (SEI) and Dual Language Immersion (DLI) instructional settings. Students are encouraged, supported, recognized, and rewarded for meeting 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 strengthen 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. Utilizing a Multi-Tiered System of Supports model approach, 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 the Intervention Support Providers (ISPs) throughout the instructional 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.

Budget expenditures are aligned with the intended implementation of this school plan. Juan Lagunas Soria School is continuing 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 2019-20 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. As a result of the current Distance Learning context, additional professional development for staff for integrating a new Learning Management System (e.g., Canvas) and improving instructional strategies for engaging students in daily virtual instruction was budgeted for within this school plan.

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 Discipline Referrals | 2019-20 Office Discipline Referrals (All Students): 408 | Office referrals will be reduced by 5% during the 2020-21 school year. |
| Student Suspensions | 2019-20 Student Suspensions (All Students): 1 | Total suspensions will remain below ten students during the 2020-21 school year. |
| Student Attendance | 2019-20 Monthly Average Student Attendance Rate: 95.4% | The Monthly Average Student Attendance Rate will increase to 96% during the 2020-21 school year. |
| Social/Emotional Learning | <p>Fall 2020 Baseline Panorama Survey Results (All Students) Grades 3-5 (N=240)</p> <p>Self-Management: 71% Social Awareness: 69% Growth Mindset: 60% Emotional Regulation: 51%</p> <p>Grades 6-8 (N=232)</p> <p>Self-Management: 74% Social Awareness: 66% Growth Mindset: 59% Emotional Regulation: 54%</p> | <p>Increase Panorama Survey Results by 5%</p> <p>Grades 3-5</p> <p>Self-Management: 76% Social Awareness: 74% Growth Mindset: 65% Emotional Regulation: 56%</p> <p>Grades 6-8</p> <p>Self-Management: 79% Social Awareness: 71% Growth Mindset: 64% Emotional Regulation: 59%</p> |

| 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

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 |
| 1000 | Discretionary 2000-2999: Classified Personnel Salaries Campus Supervisor Substitutes |

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)

| | |
|------|---|
| 8477 | Discretionary 2000-2999: Classified Personnel Salaries |
|------|---|

| | |
|------|---|
| | Clerical Overtime, Substitutes and Extra Help |
| 2608 | Discretionary 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 California Healthy Kids Survey, California School Staff Survey, California School Parent Survey, and 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 Resources |

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 strategy pertains only to Middle School students.

Strategy/Activity

6th grade teachers will receive training to implement the Minnesota Smoking Prevention Program (MSPP) to 6th grade students. 7th & 8th-grade teachers will receive training to implement Project Alert (drug and alcohol prevention) to 7th & 8th-grade students. 6th, 7th, and 8th-grade students will participate in the tobacco use prevention program, Friday Night Live (FNL).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 |

| | |
|------|--|
| | Materials |
| 1435 | District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary |
| 2693 | District Funded 1000-1999: Certificated Personnel Salaries School Counselor Overtime |

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)

1000

LCFF - Targeted
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) | Source(s) |
|-----------|---|
| 599 | Discretionary 1000-1999: Certificated Personnel Salaries |

| | |
|----|--|
| | Administrative Support / Extra Help |
| 53 | LCFF - Intervention 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) | Source(s) |
|-----------|--|
| 2500 | LCFF - Targeted 4000-4999: Books And Supplies Playground/PE Equipment Expenses |
| 7500 | LCFF - Targeted |

4000-4999: Books And Supplies
CHAMPS Playground

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)

1000

Source(s)

Discretionary
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)

[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

All staff will participate in mandatory trainings including: Mandated Reporting, Active Shooting, Anti Bullying and Drug and 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)

[Empty box for Amount(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 during Distance Learning 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)

0

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.

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.

Amount(s)

Source(s)

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: 2019-20

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.

Juan Lagunas Soria School will continue to build on its success to address students' and family's challenges to attend school daily, especially during the current Distance Learning context. School staff, including the Outreach Coordinator, School Counselor, Attendance Tech, Assistant Principal 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 the 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 learning environment, whether this be in person or virtual. 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. Trimester 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.

Budget expenditures align to the intended implementation of this school plan. Juan Lagunas Soria School 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.

Based on the analysis of the 2019-20 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. Students will be able to access all areas of the campus once it is safe to do so.

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 Volunteers | District Cleared Parent Volunteers during the 2019-20 school year = 113 | Parent participation will increase by 5% during the 2020-21 school year as measured by the number of cleared parent volunteers. |
| Parent Participation in ELAC Meetings | 2019-20 ELAC Meeting Parent Attendance: Average of 24 parents per meeting | Parent attendance to ELAC meetings will increase by 10% during the 2020-21 school year as measured by ELAC attendance sign-in sheets. |

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) |
|-----------|--|
| 1294 | District Funded 2000-2999: Classified Personnel Salaries Outreach Coordinator Salary |
| 652 | Discretionary 2000-2999: Classified Personnel Salaries Babysitting Costs |
| 652 | District Funded 2000-2999: Classified Personnel Salaries Verbal Translation Costs |
| 1500 | LCFF - Intervention 2000-2999: Classified Personnel Salaries Outreach Coordinator Overtime |

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, 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) |
|-----------|---|
| 652 | Discretionary 2000-2999: Classified Personnel Salaries Babysitting Costs |
| 652 | Discretionary 2000-2999: Classified Personnel Salaries Verbal Translation 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.

All students

Strategy/Activity

The School Site will host Back to School Night, Parent Orientations, as well as Parent Nights focusing on Distance Learning, 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) |
|-----------|--|
| 5983 | LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Extra Hours to support Parent Nights |
| 652 | Discretionary 2000-2999: Classified Personnel Salaries Verbal Translation Costs |
| 652 | Discretionary |

| | |
|-----|--|
| | 2000-2999: Classified Personnel Salaries Babysitting Costs |
| 652 | Discretionary 2000-2999: Classified Personnel Salaries Campus Supervisor Overtime for Student Supervision |

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 education in order 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)

ASES

| |
|--|
| |
|--|

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|--|
| 1000-1999: Certificated Personnel Salaries Certificated Extra Hours |
|--|

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|--|

| |
|---|
| ASES 4000-4999: Books And Supplies Supplies |
|---|

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.

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.

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 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: 2019-20

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, to the extent possible during the current Distance Learning context. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities. Our Back to School Night, Parent Orientations, and Parent Nights focusing on Literacy, Math, and/or the Strand Focus further support and foster parental engagement. Throughout the 2020-21 school 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 Juan Lagunas Soria School PTA assist in supporting standards-based field trips, providing supplemental instructional resources for classroom teachers, and supporting student programs and activities to enhance students' learning experiences.

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. Throughout the 2020-21 school year, Juan Lagunas Soria School 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 2019-20 SPSA and school outcomes, Juan Lagunas Soria School staff will focus on fostering creative and alternative ways for parents to get involved and support their child's Distance Learning. 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 that teachers are using to support Distance Learning instruction.

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 | \$80756.00 |
| 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 | \$279,383.00 |

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 | \$65,566.00 |
| Title III | \$15,190.00 |

Subtotal of additional federal funds included for this school: \$80,756.00

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 (\$) |
|-------------------------|-------------|
| Discretionary | \$60,253.00 |
| District Funded | \$6,074.00 |
| LCFF - Intervention | \$48,864.00 |
| LCFF - Targeted | \$83,436.00 |

Subtotal of state or local funds included for this school: \$198,627.00

Total of federal, state, and/or local funds for this school: \$279,383.00

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 | 65566 | 0.00 |
| LCFF - Targeted | 83436 | 0.00 |
| LCFF - Intervention | 48864 | 0.00 |
| Title III | 15190 | 0.00 |
| Discretionary | 60253 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|-----------|
| Discretionary | 60,253.00 |
| District Funded | 6,074.00 |
| LCFF - Intervention | 48,864.00 |
| LCFF - Targeted | 83,436.00 |
| Title I | 65,566.00 |
| Title III | 15,190.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|----------------|-----------|
| 1000-1999: Certificated Personnel Salaries | Discretionary | 8,976.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 17,497.00 |
| 4000-4999: Books And Supplies | Discretionary | 28,405.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 2,125.00 |
| 5700-5799: Transfers Of Direct Costs | Discretionary | 1,750.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Discretionary | 1,500.00 |

| | | |
|---|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | District Funded | 2,693.00 |
| 2000-2999: Classified Personnel Salaries | District Funded | 3,381.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 46,060.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Intervention | 2,804.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 198.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 52,738.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF - Targeted | 11,000.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF - Targeted | 1,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Targeted | 18,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 58,036.00 |
| 4000-4999: Books And Supplies | Title I | 7,530.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 8,377.00 |
| 4000-4999: Books And Supplies | Title III | 5,313.00 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 1,500.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 237,177.00 |
| Goal 2 | 28,865.00 |
| Goal 3 | 13,341.00 |

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 |
| Jovan Mosby | Classroom Teacher |
| Alec Hess | Classroom Teacher |
| GinaMarie Alvarez | Classroom Teacher |
| Maria Magana | Other School Staff |
| Eva Gomez | Parent or Community Member |
| Jeannette Ramirez | Parent or Community Member |
| Joaquin Aboytes | Parent or Community Member |
| Jessica Carrillo | Parent or Community Member |
| Alvaro Melgoza | 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 15, 2020.

Attested:

| | |
|--|--|
|  | Principal, Dr. Andres Santamaria on 10/15/2020 |
|  | SSC Chairperson, Mrs. Eva Gomez on 10/15/2020 |

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

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Victor Torres

Date of Meeting: November 4, 2020

Agenda Section: Section D: Action Items

Approval of New Job Descriptions: Director of Enrichment and Specialized Programs and Manager of Equity, Family, and Community Engagement (Torres)

Presented for your consideration are the Director of Enrichment and Specialized Programs and the Manager of Equity, Family, and Community Engagement job descriptions. The recent vacancy in the position of Director, English Learner Services in the Educational Services Department allows for the reorganization of the department's organizational structure to address systematic needs and support services required to advance the department's goals. If approved, these positions will allow the Educational Services Department to better serve the students, parents, teachers, principals, other support staff, and community of the Oxnard School District.

FISCAL IMPACT:

No additional fiscal impact. A restructuring of roles and responsibilities within the Educational Services Department only. The positions will be funded as follows:

Director of Enrichment and Specialized Programs: paid 70% from ASES, 15% from Title I, and 15% from General Fund, Resource 0000

Manager of Equity, Family, and Community Engagement: 100% General Fund

RECOMMENDATION:

It is the recommendation of the Assistant Superintendent, Human Resources that the Board of Trustees approve the job descriptions, as presented.

ADDITIONAL MATERIALS:

Attached: [Admin Job Descriptions 11.04.2020 \(four pages\)](#)

OXNARD SCHOOL DISTRICT

JOB DESCRIPTION

Title: DIRECTOR OF ENRICHMENT AND SPECIALIZED PROGRAMS

Job Goal: Under the directive of the Assistant Superintendent of Educational Services, the Director of Enrichment and Specialized Programs shall support specialized programs including but not limited to Gifted and Talented Education (GATE), AVID and the District's Learning Management System (LMS). This position will also implement the District's ASES grant, and Coordinate the Superintendent and Cabinet Level internal and external communication.

Performance Responsibilities:

1. Oversees and supports district specialized programs, including but not limited to AVID and GATE.
2. Coordinates and supports the District's Learning Management System.
3. Coordinates Superintendent and Cabinet level internal and external communication.
4. Assists in the development/implementation of federal and state regulated programs (i.e. After School Safety Education Grant and Supplemental Education Services).
5. Assists and ensures district compliance with all federal and state regulations related to the After School Safety Education Grant and Supplemental Education Services.
6. Assists in maintaining budgets and invoices related to the After School Safety Education Grant and Supplemental Education Services.
7. Coordinates all technical requirements for the After School Safety Education Grant (e.g. safety inspections, fire drills, attendance records, professional development, meeting with stakeholders, coordination of services).
8. Coordinates requisitions for supplies and equipment, conducts inventories, maintains records, and checks on receipts for such materials.
9. Prepares various reports as directed by the Assistant Superintendent of Educational Services.
10. Assists in evaluating personnel in conjunction with the Assistant Superintendent of Educational Services.
11. Performs such other duties as assigned.

Qualifications:

1. A Master's Degree or the equivalent to the completion of a Master's Degree or higher degree from an accredited college or university.
2. A valid and appropriate Administrative Credential
3. A valid teaching certificate with authorization to teach English Learners in California.

4. A minimum of three years of successful site experience as a site principal.
5. A minimum of five years of successful teaching experience or equivalent.

Ability to:

1. Demonstrated ability in school improvement supported by data.
2. Demonstrated ability to apply principles of teaching and learning with emphasis on current research of second language acquisition.
3. Demonstrated ability to work effectively and harmoniously with parents, teachers, and staff.
4. Demonstrated ability to communicate effectively in written form and orally.
5. Ability to meet district standards for physical and mental health.
6. Evidence of mature judgment and a sensitivity to the needs of pupils and parents and various ethnic cultural, educational, and economic backgrounds.

Supervises: Certificated and classified staff, as assigned

Reports to: Assistant Superintendent, Educational Services

Evaluation:

Assistant Superintendent of Educational Services will conduct the evaluation and assessment of performance of the Director of Enrichment and Specialized Programs in accordance with the provisions of California Education Code, Sections 44660-44665 and Oxnard School District Board Policy.

Salary:

Appropriate placement on the management salary schedule

Equal Opportunity:

The Oxnard School District prohibits discrimination, harassment, intimidation, bullying and sexual harassment based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, immigration status, marital status, parental status, family status, pregnancy status, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics in all educational programs, school related or school sponsored activities, school attendance or employment policies which may have an impact or create a hostile environment at school as required by Title IX of the 1972 Education amendments, Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act, the California Fair Employment and Housing Act, and other applicable laws and regulation.

Board Approved: November 4, 2020

OXNARD SCHOOL DISTRICT JOB DESCRIPTION

Title: MANAGER OF EQUITY, FAMILY AND COMMUNITY ENGAGEMENT

Job Goal: The Manager of Equity, Family and Community Engagement is done for the purpose/s of fostering equitable learning environments and opportunities for all students, especially students of color and designing and managing programs to engage families at both the school and district levels. The Manager will promote school and district programs within the community; develops partnerships with local organizations; facilitates open forums; and prepares appropriate documents and reports. The Manager also promotes understanding of and manages change related to the District's equity work among staff and community members.

Performance Responsibilities:

1. Oversees and participates in parent groups including but not limited to DELAC, School Site Council, Parent-Teacher Association, Parent Advisory Committee.
2. Develops plans to coordinate the work of Outreach Consultants, for the purpose of implementing a cohesive plan to support and increase parental engagement and student achievement throughout the district.
3. Works with Outreach Consultants to identify community resources and outreach programs for the purpose of supporting disengaged families and student with varying needs. Integrates equitable practices district-wide for the purpose of promoting equity in family engagement and organizational climate.
4. Leads District's work related to family and community engagement, including what is defined in the District's strategic plan for the purpose of engaging the community.
5. Collaborates a variety of internal and external personnel (e.g. teachers, other staff, community organizations, public agencies, etc.) for the purpose of implementing district programs.
6. Compiles data on ongoing operations and/or students from multiple sources for the purpose of analyzing issues, identifying program needs, ensuring compliance with established policies and procedures, and/or monitoring program components.
7. Consults staff to identify family, student, school and district needs for the purpose of developing an action plan to remove barriers to increase family engagement at both the individual school and district level.
8. Creates a variety of opportunities that connect, engage, and sustain families as partners for the purpose of supporting the academic and social emotional wellbeing of all students.
9. Provide assistance to families in an effort to engage families in student learning and academic achievement.
10. Facilitates equity dialogue processes for a variety of stakeholders. Facilitates small group sessions in both English and Spanish for the purpose of supporting families and their specific needs and improving engagement.
11. Works with school leaders and instructional staff for the purpose of increasing family engagement and improving student achievement.
12. Performs other related duties as assigned for the purpose of ensuring the efficient and effective functioning of the activities related to equity and family community engagement.
13. Perform other duties as assigned by the Assistant Superintendent, Educational Services or designee.

Qualifications:

1. A valid and appropriate Administrative Credential
2. A Master's Degree or the equivalent to the completion of a Master's Degree or higher degree from an accredited college or university.
3. A valid teaching certificate with authorization to teach English Learners in California.
4. A minimum of five years of successful teaching experience or equivalent.

Ability to:

1. Demonstrated ability in school improvement supported by data.
2. Demonstrated ability to apply principles of teaching and learning with emphasis on current research of second language acquisition.
3. Demonstrated ability to work effectively and harmoniously with parents, teachers, and staff.
4. Demonstrated ability to communicate effectively in written form and orally.
5. Ability to meet district standards for physical and mental health.
6. Evidence of mature judgment and a sensitivity to the needs of pupils and parents and various ethnic cultural, educational, and economic backgrounds.

Reports to: Assistant Superintendent of Educational Services or designee

Supervises: Certificated and Classified staff, as assigned

Salary: Appropriate placement on the management salary schedule

Evaluation:

The evaluation and assessment of performance of the Manager of Equity, Family and Community Engagement will be conducted by Assistant Superintendent of Educational Services or designee in accordance with the provisions of California Education Code, Sections 44660-44665 and Oxnard School District Board Policy.

Equal Opportunity:

The Oxnard School District prohibits discrimination, harassment, intimidation, bullying and sexual harassment based on actual or perceived ancestry, age, color, disability, gender, gender identity, gender expression, nationality, immigration status, marital status, parental status, family status, pregnancy status, race or ethnicity, religion, sex, sexual orientation, or association with a person or a group with one or more of these actual or perceived characteristics in all educational programs, school related or school sponsored activities, school attendance or employment policies which may have an impact or create a hostile environment at school as required by Title IX of the 1972 Education amendments, Section 504 of the Rehabilitation Act of 1973, the Americans with Disability Act, the California Fair Employment and Housing Act, and other applicable laws and regulation.

Board Approved: November 4, 2020

OSD BOARD AGENDA ITEM

Name of Contributor: Dr. Anabolena DeGenna **Date of Meeting:** November 4, 2020

Agenda Section: Section F: Board Policies, First Reading

First Reading - AR 6173 / BP 6173 Education for Homeless Children (DeGenna/Ridge)

Board Policy AR 6173 / BP 6173 is new and a recommendation by CSBA (California School Board Association) to be added as a district policy. Board Policy and Administrative Regulation AR 6173 / BP 6173 has revisions italicized and strikethrough's for changes recommended by CSBA and by district administration.

FISCAL IMPACT:

None

RECOMMENDATION:

Information only. AR 6173 / BP 6173 will be presented for a second reading and adoption at the December 16, 2020 Board meeting.

ADDITIONAL MATERIALS:

Attached: [Revised-6173 E1 Education for Homeless Children 11-04-20.docx](#)
[Revised-6173 E2 Education for Homeless Children 11-04-20.docx](#)
[Revised-AR 6173 Education for Homeless Children 11-04-20.docx](#)
[Revised-BP 6173 Education for Homeless Children 11-04-20.docx](#)

EDUCATION FOR HOMELESS CHILDREN

**DISTRICT EXPLANATION OF DECISION
RELATED TO ELIGIBILITY, SCHOOL SELECTION, OR ENROLLMENT**

Instructions: The following form provides notice and explanation to a student's parent/guardian or an unaccompanied youth regarding the district's decision related to student eligibility, school selection, or enrollment.

Date: _____ *Name of person completing form:* _____

Title: _____ *Phone number:* _____

In accordance with the federal McKinney-Vento Homeless Assistance Act (42 USC 11431-11435), this notification is being provided to either:

Name of parent(s)/guardian(s): _____

Name of unaccompanied student: _____

School requested: _____

District's placement decision (name of school): _____

Action(s) proposed/refused by the district related to eligibility, school selection, or enrollment:

The district's determination regarding eligibility, school selection, or enrollment was based upon the following evidence and for the following reasons:

Other options that the district considered, if any, included the following options which were rejected for the following reasons:

EDUCATION FOR HOMELESS CHILDREN (continued)

Factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources, if any:

You have the right to appeal this decision to the district Superintendent. To do so, contact the district's homeless liaison listed below within the next five (5) days to request a Dispute Form. You may provide written or verbal documentation to support your position, and may also seek the assistance of social services, advocates, and/or service providers in the dispute process. The Superintendent or designee will review all the evidence and will notify you of his/her decision within five (5) days.

If you are not satisfied with the Superintendent's decision, you may appeal to the Ventura County Office of Education. If you are not satisfied with the county office's decision, you may then appeal to the California Department of Education. The district's homeless liaison can assist you with this appeal.

CONTACT INFORMATION:

District Liaison: The district liaison is one of the primary contacts between homeless families and school or district staff. He/she is responsible for coordinating services to ensure that homeless students enroll in school and have the opportunity to succeed academically, and mediates enrollment disputes as needed.

Contact:

**Oxnard School District Director of Pupil Services
1051 South A Street, Oxnard, CA 93030
805-385-1501 x2161**

County Liaison: If you appeal the district's decision to the county office of education, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office. The county liaison will review the materials and determine the eligibility, school selection, or enrollment decision within five working days of receiving the materials. He/she will notify you of the decision.

EDUCATION FOR HOMELESS CHILDREN (continued)

Contact:

Cathi Nye, Homeless Education Program Coordinator
5189 Verdugo Way
Camarillo, CA 93012
(805) 437-1559
(805) 437-1519
cnye@vcoe.org

State Coordinator: If you appeal the county office's decision to the California Department of Education, the county homeless liaison shall forward all written documentation and related paperwork to the State Homeless Coordinator. The state coordinator will review the district, county office, and parent/guardian information and will notify you of the decision within ten working days of receiving the materials.

Contact:

Leanne Wheeler, State Coordinator
California Department of Education
1430 N Street, Suite 6408
Sacramento, CA 95814
homelessED@cde.ca.gov
866-856-8214

RIGHTS:

Pending the final resolution of this dispute, including the period of all appeals, the student has the right to immediately enroll in the school requested and to participate fully in school activities at that school.

EDUCATION FOR HOMELESS CHILDREN

DISPUTE FORM

Instructions: This form is to be completed by a parent/guardian or student when a dispute regarding enrollment has arisen. As an alternative to completing this form, the information on this form may be shared verbally with the district's liaison for homeless students.

Date submitted: _____

Student's name: _____

Name of person completing form: _____

Relation to student: _____

Address: _____

Phone number: _____

Name of school requested: _____

I wish to appeal the eligibility, school selection, or enrollment decision made by:

- District liaison***
- District Superintendent***
- County office of education liaison***

Reason for the appeal: You may include an explanation to support your appeal in this space or provide your explanation verbally.

I have been provided with:

- A written explanation of the district's decision***
- Contact information for the district's homeless liaison***
- Contact information for the county office of education's homeless liaison***
- Contact information for the state homeless coordinator***

EDUCATION FOR HOMELESS CHILDREN**Definitions**

Homeless *students* means students who lack a fixed, regular, and adequate nighttime residence and includes: (Education Code 48852.7; 42 USC 11434a)

1. ~~Children and youths~~ *Students* who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals ~~or are awaiting foster care placement.~~

(cf. 6173.1 - Education for Foster Youth)

2. ~~Children and youths~~ *Students* who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as regular sleeping accommodations for human beings
3. ~~Children and youths~~ *Students* who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
4. Migratory children who qualify as homeless because they are living in conditions described in items #1-3 above

Unaccompanied youth includes youth who are not in the physical custody of a parent or guardian. (20 USC 11434a)

School of origin means the school that the homeless student attended when permanently housed or the school in which he/she was last enrolled, including a preschool. If the school the homeless student attended when permanently housed is different from the school in which he/she was last enrolled, or if there is some other school that he/she attended within the preceding 15 months and with which he/she is connected, the district liaison shall determine, in consultation with and with the agreement of the homeless student and the person holding the right to make educational decisions for the student, and in the best interests of the homeless student, which school shall be deemed the school of origin. (Education Code 48852.7; 42 USC 11432)

Best interest means that, in making educational and school placement decisions for a homeless student, consideration is given to, among other factors, educational stability, the opportunity to be educated in the least restrictive educational setting necessary to achieve academic progress, and the student's access to academic resources, services, and extracurricular and enrichment activities that are available to all district students. (Education Code 48850, 48853; 42 USC 11432)

EDUCATION FOR HOMELESS CHILDREN (continued)

District Liaison

The Superintendent designates the following staff person as the district liaison for homeless students: (42 USC 11432)

~~Director of Curriculum, State, and Federal Programs
1051 South A Street
Oxnard, CA 93030
(805) 487-3918~~

***Oxnard School District Director of Pupil Services
1051 South A Street, Oxnard, CA 93030
805-385-1501 x2161***

The district's liaison for homeless students shall: (*Education Code 48852.5; 42 USC 11432*)

1. Ensure that homeless students are identified by school personnel ***and*** through ***outreach and coordination*** ~~coordinated~~ activities with other entities and agencies

(*cf. 1400 - Relations Between Other Governmental Agencies and the Schools*)
(*cf. 3553 - Free and Reduced-Price Meals*)

2. Ensure that homeless students ~~are enrolled in~~, and have a full and equal opportunity to succeed in, district schools
3. Ensure that homeless families and ~~students~~ ***children and youth have access to and*** receive educational services for which they are eligible, ***including services through Head Start and Early Head Start programs, early intervention services under Part C of the federal Individuals with Disabilities Education Act, and other preschool programs administered by the district***

(*cf. 5148.3 - Preschool/Early Childhood Education*)

4. ***Ensure that homeless families and students receive referrals to health care services, dental services, mental health and substance abuse services, housing services, and other appropriate services***

(*cf. 5141.6 - School Health Services*)

5. ***Inform*** parents/guardians ***are informed*** of the educational and related opportunities available to their children and ensure that they are provided with meaningful opportunities to participate in the education of their children

(*cf. 5145.6 - Parental Notifications*)

EDUCATION FOR HOMELESS CHILDREN (continued)

~~Notice of the educational rights of homeless children is disseminated at places where children receive services, such as schools, shelters, and soup kitchens~~

6. ***Disseminate notice of the educational rights of homeless students in locations frequented by parents/guardians of homeless children and youth and by unaccompanied youth, including schools, family shelters, public libraries, and hunger relief agencies (soup kitchens). The rights shall be presented in a manner and form understandable to the parents/guardians of homeless students and unaccompanied youth.***
7. Mediate enrollment disputes in accordance with law, ~~Board Policy~~ and administrative regulation the section ***"Resolving Enrollment Disputes"*** below
8. ***Parent/guardians are fully informed*** ~~Fully inform parents~~ ***of homeless students and unaccompanied youth*** of all transportation services, ***including transportation to the school of origin, and assist them in accessing transportation to the school of choice***
(cf. 3541 - Transportation Routes and Services)
9. ***Ensure that school personnel providing services to homeless students receive professional development and other support***
(cf. 4131 - Staff Development)
(cf. 4231 - Staff Development)
(cf. 4331 - Staff Development)
10. ***Ensure that unaccompanied youth are enrolled in school, have opportunities to meet the same challenging state academic standards established for other students, and are informed of their status as independent students under 20 USC 1087vv and that they may receive assistance from the district liaison to receive verification of their independent student status for purposes of applying for federal student aid pursuant to 20 USC 1090***
11. ***Coordinate and collaborate with state coordinators and community and school personnel responsible for the provision of education and related services to homeless students, including the provision of comprehensive data to the state coordinator as required by law***

In addition, when notified pursuant to Education Code 48918.1, the district liaison shall assist, facilitate, or represent a homeless student who is undergoing a disciplinary proceeding that could result in his/her expulsion. When notified pursuant to Education Code 48915.5, the district liaison shall participate in an individualized education program team meeting to make a manifestation determination regarding the behavior of a student with a disability.

(cf. 5144.1 - Suspension and Expulsion/Due Process)

EDUCATION FOR HOMELESS CHILDREN (continued)

(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))

(cf. 6159 - Individualized Education Program)

The Superintendent or designee shall inform homeless children and youth, their parents/guardians, school personnel, service providers, and advocates working with homeless families of the duties of the district's liaison. He/she shall also provide the name and contact information of the district's liaison to the California Department of Education (CDE) for publishing on the CDE's web site. (42 USC 11432)

Enrollment

The district shall make when making a placement decisions for homeless students based on the student's best interest. (42 USC 11432) In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless his/her parent/guardian requests otherwise.

In determining a student's best interest the best interest of the student, the district shall consider student-centered factors related to the student's best interest, including factors related to the impact of mobility on achievement, education, health, and safety, giving priority to the request of the student's parent/guardian or, in the case of an unaccompanied youth, the youth. (42 USC 11432)

~~When making a placement decision, the Superintendent or designee may consider~~ ***Such factors may include, but are not limited to,*** the age of the student, the distance of the commute and the impact it may have on the student's education, personal safety issues, the student's need for special instruction, the length of anticipated stay in the temporary shelter or other temporary location, likely area of future housing, school placement of siblings, and the time remaining in the school year.

However, placement decisions shall not be based on whether a homeless student lives with his/her homeless parent/guardian or has been temporarily placed elsewhere. (42 USC 11432)

In the case of an unaccompanied youth, the ***District's*** liaison shall assist in placement or enrollment decisions, ***give priority to*** ~~consider~~ the views of the student, and provide notice to the student of his/her appeal rights. (42 USC 11432)

In determining a student's best interest, a homeless student shall, to the extent feasible, be placed in his/her school of origin, unless the student's parent/guardian or the unaccompanied youth requests otherwise. (Education Code 48852.7; 42 USC 11432)

Once a placement decision has been made, the principal or designee shall immediately enroll the student in the school of choice. ***The student shall be enrolled even if he/she:***

(Education Code 48852.7; 42 USC 11432)

EDUCATION FOR HOMELESS CHILDREN (continued)

1. ***Has outstanding fees, fines, textbooks, or other items or monies due to the school last attended***

(cf. 5125.2 - Withholding Grades, Diploma or Transcripts)

2. ***Does not have clothing normally required by the school, such as school uniforms***

(cf. 5132 - Dress and Grooming)

3. ***Even if the parent/guardian is unable to ~~produce~~ provide the school records normally required for enrollment, such as previous academic records, proof of residency, and records of immunization and other required health records***

(cf. 5111 - Admission)

(cf. 5111.1 - District Residency)

(cf. 5125 - Student Records)

(cf. 5141.26 - Tuberculosis Testing)

(cf. 5141.31 - Immunizations)

(cf. 5141.32 - Health Screening for School Entry)

4. ***Has missed application or enrollment deadlines during any period of homelessness***

The principal or designee shall immediately contact the school last attended by the student to obtain the relevant records. If the student needs to obtain immunizations or does not possess immunization or other required health records, the principal or designee shall refer the parent/guardian to the district liaison for homeless students. The district liaison shall assist the parent/guardian, ***or the student if he/she is an unaccompanied youth***, in obtaining the necessary immunizations, screenings, or records for the student. (42 USC 11432)

If the student is placed at a school other than his/her school of origin or the school requested by his/her parent/guardian or an unaccompanied youth, the Superintendent or designee shall provide the parent/guardian or the unaccompanied youth with a written explanation of the decision along with a statement regarding the right to appeal the placement decision. (42 USC 11432)

The student may continue attending his/her school of origin for the duration of the homelessness. (Education Code 48852.7; 42 USC 11432)

To ensure that the homeless student has the benefit of matriculating with his/her peers in accordance with the established feeder patterns, the following shall apply: (Education Code 48852.7; 42 USC 11432)

1. ***If the student is transitioning between grade levels, he/she shall be allowed to continue in the same attendance area.***

EDUCATION FOR HOMELESS CHILDREN (continued)

2. *If the student is transitioning to a middle school or high school, and the school designated for matriculation is in another school district, he/she shall be allowed to continue to the school designated for matriculation in that district.*

If the student's status changes before the end of the school year so that he/she is no longer homeless, he/she shall be allowed to stay in the school of origin:

(Education Code 48852.7)

1. *Through the duration of the school year if he/she is in grades K-8*
2. *Through graduation if he/she is in high school*

Enrollment Dispute Resolution Process Resolving Enrollment Disputes

If a dispute arises over *student eligibility*, school selection, or enrollment in a particular school, ~~the student shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute~~ *the matter shall be referred to the district liaison, who shall carry out the dispute resolution process as expeditiously as possible.* (42 USC 11432)

The parent/guardian *or unaccompanied youth* shall be provided with a written explanation of ~~any the placement decisions, including an explanation~~ *related to eligibility, school selection, or enrollment and the right* of the parent/guardian's ~~right~~ *or unaccompanied youth* to appeal ~~such~~ the decisions. (42 USC 11432)

~~The written explanation shall be complete, as brief as possible, simply stated and provided in language that the parent/guardian or student can understand. The explanation may include contact information for the district liaison, a description of the district's decision, notice of the right to enroll in the school of choice pending resolution of the dispute, notice that enrollment includes full participation in all school activities, and notice of the right to appeal the decision to the county office of education and, if the dispute remains unresolved, to the California Department of Education.~~

The written explanation shall include:

1. *A description of the action proposed or refused by the district*
2. *An explanation of why the action is proposed or refused*
3. *A description of any other options the district considered and the reasons that any other options were rejected*
4. *A description of any other factors relevant to the district's decision and information related to the eligibility or best interest determination including the facts, witnesses, and evidence relied upon and their sources*

EDUCATION FOR HOMELESS CHILDREN (continued)

5. *Appropriate timelines to ensure any relevant deadlines are not missed*
6. *Contact information for the district liaison and state coordinator, and a brief description of their roles*

The written explanation shall be complete, as brief as possible, simply stated, and provided in language that the parent/guardian or student can understand.

The district liaison may use an informal process as an alternative to formal dispute resolution procedures, provided that the parents/guardians or unaccompanied youth have access to the more formal process if informal resolution is not successful in resolving the matter.

In working with a student's parents/guardians or unaccompanied youth to resolve an enrollment dispute, the district liaison shall:

1. *Inform them that they may provide written and/or oral documentation to support their position*
2. *Inform them that they may seek the assistance of social services, advocates, and/or service providers in having the dispute resolved*
3. *Provide them a simple form that they may use and turn in to the school to initiate the dispute resolution process*
4. *Provide them a copy of the dispute form they submit for their records*
5. *Provide them the outcome of the dispute for their records*

If a parent/guardian *or unaccompanied youth* disagrees with the liaison's enrollment decision, he/she may appeal the decision to the Superintendent. The Superintendent shall make a determination within five working days.

If the parent/guardian chooses to appeal the district's placement decision, the district liaison shall forward all written documentation and related paperwork to the homeless liaison at the county office of education.

Pending final resolution of the dispute, including all available appeals, the student shall be immediately enrolled in the school in which enrollment is sought and shall be allowed to attend classes and participate fully in school activities. (42 USC 11432, 11434a)

EDUCATION FOR HOMELESS CHILDREN (continued)

Transportation

The district shall provide transportation for a homeless student to and from his/her school of origin when the student is residing within the district and the parent/guardian, or the district

liaison in the case of an unaccompanied youth, requests that such transportation be provided. If the student moves outside of district boundaries, but continues to attend his/her school of origin within this district, the Superintendent or designee shall consult with the superintendent of the district in which the student is now residing to agree upon a method to apportion the responsibility and costs of the transportation. (42 USC 11432)

(cf. 3250 - Transportation Fees)

(cf. 3541 - Transportation Routes and Services)

The district shall not be obligated to provide transportation to students who continue attending their school of origin after they cease to be homeless, unless the formerly homeless student has an individualized education program that includes transportation as a necessary related service for the student. (Education Code 48852.7)

Eligibility for Extracurricular Activities

A homeless student who enrolls in any district school shall be immediately deemed to meet all residency requirements for participation in interscholastic sports or other extracurricular activities. (Education Code 48850)

(cf. 6145 - Extracurricular and Cocurricular Activities)

(cf. 6145.2 - Athletic Competition)

Notification and Complaints

Information regarding the educational rights of homeless students, as specified in Education Code 51225.1 and 51225.2, shall be included in the annual uniform complaint procedures notification distributed to students, parents/guardians, employees, and other interested parties pursuant to 5 CCR 4622. (Education Code 51225.1, 51225.2)

Any complaint that the district has not complied with requirements regarding the education of homeless students, as specified in Education Code 51225.1 or 51225.2, may be filed in accordance with the district's procedures in AR 1312.3 - Uniform Complaint Procedures.

(cf. 1312.3 - Uniform Complaint Procedures)

Regulation
approved:

CSBA MANUAL MAINTENANCE SERVICE
December 2020

EDUCATION FOR HOMELESS CHILDREN

The ~~Board of Trustees~~ Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students.

(cf. 6011 - Academic Standards)

The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)

(cf. 3250 - Transportation Fees)

(cf. 3260 - Fees and Charges)

(cf. 5113.1 - Chronic Absence and Truancy)

When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.

In order to identify district students who are homeless, the Superintendent or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.

(cf. 1113 - District and School Web Sites)

(cf. 4131 - Staff Development)

(cf. 4231 - Staff Development)

(cf. 4331 - Staff Development)

Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)

EDUCATION FOR HOMELESS CHILDREN (continued)

(cf. 5125 - Student Records)

(cf. 5125.1 - Release of Directory Information)

The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.

Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)

(cf. 3550 - Food Service/Child Nutrition Program)

(cf. 3553 - Free and Reduced Price Meals)

(cf. 5148.2 - Before/After School Programs)

(cf. 5148.3 - Preschool/Early Childhood Education)

(cf. 6159 - Individualized Education Program)

(cf. 6164.2 - Guidance/Counseling Services)

(cf. 6171 - Title I Programs)

(cf. 6172 - Gifted and Talented Student Program)

(cf. 6174 - Education for English Language Learners)

(cf. 6177 - Summer Learning Programs)

(cf. 6178 - Career and Technical Education)

(cf. 6179 - Supplemental Instruction)

Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. *However, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time for health and safety emergencies or to provide temporary, special, and supplementary services to meet the unique needs of homeless students. (42 USC 11432, 11433)*

(cf. 0410 - Nondiscrimination in District Programs and Activities)

(cf. 3553 - Free and Reduced Price Meals)

The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)

EDUCATION FOR HOMELESS CHILDREN (continued)

(cf. 1020 - Youth Services)

District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness. (42 USC 11432)

At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.

(cf. 0500 - Accountability)

(cf. 6162.51 - State Academic Achievement Tests)

(cf. 6190 - Evaluation of the Instructional Program)

Legal Reference:

EDUCATION CODE

2558.2 Use of revenue limits to determine average daily attendance of homeless children

39807.5 Payment of transportation costs by parents

48850 Educational rights of homeless and foster youth

48852.5 Notice of educational rights of homeless students

48852.7 Enrollment of homeless students

48915.5 Recommended expulsion, homeless student with disabilities

48918.1 Notice of recommended expulsion

51225.1-51225.3 Graduation requirements

52060-52077 Local control and accountability plan

CODE OF REGULATIONS, TITLE 5

4600-4687 Uniform complaint procedures

UNITED STATES CODE, TITLE 20

1087vv Free Application for Federal Student Aid; definitions

1232g Family Educational Rights and Privacy Act

6311 Title I state plan; state and local educational agency report cards

UNITED STATES CODE, TITLE 42

11431-11435 McKinney-Vento Homeless Assistance Act

12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies

Management Resources: (see next page)

EDUCATION FOR HOMELESS CHILDREN (continued)

Management Resources:

CALIFORNIA CHILD WELFARE COUNCIL

Partial Credit Model Policy and Practice Recommendations

CALIFORNIA DEPARTMENT OF EDUCATION

Homeless Education Dispute Resolution Process, January 30, 2007

NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS

Homeless Liaison Toolkit, 2013

U.S. DEPARTMENT OF EDUCATION GUIDANCE

Dear Colleague Letter, July 27, 2016

Education for Homeless Children and Youths Program, Non-Regulatory Guidance, July 2016

WEB SITES

California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CChildWelfareCouncil.aspx>

California Department of Education, Homeless Children and Youth Education:

<http://www.cde.ca.gov/sp/hs/cy>

National Center for Homeless Education at SERVE: <http://www.serve.org/nche>

National Law Center on Homelessness and Poverty: <http://www.nlchp.org>

U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>