School Year: 2021-22

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert J. Frank Academy of Marine Science and Engineering	56725386111850	October 18, 2021	November 17, 2021

Purpose and Description

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Briefly describe the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

As described within our Vision and Mission Statement, Frank Academy is committed to providing the best educational program possible for our students. Our vision of developing tomorrow's leaders through education, empowerment, and inspiration is what we strive to do on a daily basis. At Frank, our mission is to prepare students to be academically competitive and socially competent. This includes promoting life skills such as being global thinkers, persistence and grit, innovators, and problem solvers. When students matriculate from Frank Academy, and the Oxnard School District, we expect them to be digitally competent, focused on their future, and able to demonstrate their knowledge in a myriad of ways. For our students, we want to celebrate their courage, their willingness to undertake new challenges and the skills they acquire during the educational process.

Our goal is to provide as many opportunities as possible for them to grow and learn from. Our focus for this year will continue to be: Common Core Standards, best first-instruction, use of technology, differentiated instruction, social, emotional and behavior support, and community engagement. The overall structure of this plan, from an academic setting, revolves around creating systems that allow for increased collective self-efficacy for teachers, collaboration, content knowledge, pedagogy, equity, and culturally-responsive teaching. Utilizing the experience we gained from the COVID-19 pandemic, Frank staff and students will continue to explore the priority instructional standards to develop a deep understanding of meaning and application to learning.

While academic excellence is our focus, we also encourage and teach character education as well as leadership. Emphasis is placed on student's social-emotional learning and needs that can impact and affect their education. We offer Social-Emotional Learning (SEL) support via our school counselors and our school grant with City Impact, which provides two additional adult mentors on campus five days a week. In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom and school activities once we are able to implement those again, given County and State guidelines, regarding the COVID-19 Pandemic. Our Back to School Night, ELAC, and SSC meetings, further support and foster meaningful and productive parental opportunities to participate in their child's academic and social-emotional growth. By achieving high academic standards across all content areas, supporting the social-emotional growth of our students in a safe, positive learning environment, and strengthening our home-school partnerships to increase parental involvement, R.J. Frank Academy will meet the goals identified within this School Plan for Student Achievement.

Table of Contents

Comprehensive Needs Assessment Components

Data Analysis
Please refer to the School and Student Performance Data section where an analysis is provided.

Classroom Observations
This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

Based on classroom observations, the needs of EL Learners should continue to be a focus for this school year. Our teachers completed EL Shadowing training and are eager to continue observe English Learners in the classroom and view the amount of active engagement with English Learners. Observations from last year both in-person and via a virtual platform like Zoom highlighted the need for teachers to be trained and provided opportunities to review ELD standards and supports and what those practices look like as described in Goal 1. Classroom observations revealed the need for teachers to have more meaningful opportunities to collaborate and constantly participate in the cycle of inquiry related to the Common Core State Standards and other relevant data points such as STAR 360 data to refine best first instruction and, given the return to full in-person instruction, find new efficiencies in the curriculum that are critical to drive instruction. Classroom observations allow for sharing of best practices and follow through with school led initiatives such as Claim, Evidence, Reasoning (CERs) collaborative conversations, opportunities to respond, and critical thinking. Math continues to be an area of concern. Rigor, higher levels of depth of knowledge, and critical thinking is required so the instruction matches the standards.

Analysis of Current Instructional Program
The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

It is important to note that due to the COVID-19 Pandemic, State assessments were not administered this past year. Local and school assessments indicate the need is still there to improve instruction in the areas of ELA and Math, specifically with English Learners. Following data from past state assessment, English Learners are our lowest performers on state tests. The universality of mathematical symbols is not transferring to English and the past scores indicate a need to improve reading comprehension and literacy in order to achieve higher performance. Based on past assessment results, lessons should integrate the knowledge and skills ELLs have from another subject area into their literacy instruction. Other state and local assessments utilized to modify and improve instruction include STAR 360 for both Reading and Math as well as IABs, Writing Prompts, and, at a site-level, Common Formative Assessments within departments. Star 360 data is used to determine reading levels and math proficiency, and monitor student progress, strategic grouping, and differentiation by the teacher.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school and district use an assessment calendar with expectations for assessment. Frequent administration of specific assessments such as STAR 360 Reading and Math allow the school to adequately monitor student progress. Curriculum-embedded assessments from Study Sync and CMP3 Math can be used for diagnostic purposes and provide intervention when needed. School wide, we utilize common formative assessments and cycles of inquiry in Professional Learning Communities (PLCs) to gather data and monitor progress. These forms of assessment provide meaningful sources of information for teachers. They in turn use this information to identify what the student's comprehension level is and areas of need. Data from assessments provides valuable information on the desired learning goals. Learning goals and instruction are then modified to meet and accommodate the differences in students' learning styles and intelligences.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

The district ensures that that all site staff meets requirements to be considered "highly qualified." This is monitored by the district's Human Resources Department.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

Incoming teachers are appropriately credentialed and provided with various forms of support. New Teacher Orientation is offered which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:
All grade levels: Literacy strategies and Culturally Responsive Teaching
TK-5: new standards-based report cards, math strategies
Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers
Special Education: Curriculum, NCI Training, SEL behavior support

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration is set for the school year at the beginning of each year. There is specific time set aside each week for either department PLCs or all staff collaboration. Teachers meet in PLC Departments to review data and work on a focus question based on the cycle of inquiry to help drive instruction. Teachers also look at present levels of performance of students in their class to adjust units/lessons as needed to ensure the standards are being taught in a clear, intentional method that is student focused. Teachers share data and identify areas for intervention. Teachers are also afforded meaningful opportunities to participate in site-based Professional Development workshops on Tuesdays or other days indicated by the calendar. Topics for mini workshops include AVID strategies, SMART Goals, Classroom Management, STAR 360, Depth of Knowledge, and scaffolds and supports in classroom instruction.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

Using the PLC (Professional Learning Communities) model, we work collaboratively to support the use of instructional strategies aligned to current CA Common Core State Standards. The state adopted and approved curricular materials support instruction.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Adopted and standards-aligned materials are provided for use in all classrooms. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Teachers and classes provide students with multiple services and supports, which enable them to meet the standards. Within the classroom, small group intervention is used to help underperforming students. Various types of strategies (activities) and scaffolds (supports) are utilized such as interactive, graphic, and sensory to meet the needs of diverse learners. Sentence frames, word walls, graphic organizers, guided reading, and math mindset are tools utilized to accommodate differences in students' learning styles and intelligences. After school tutoring will be offered specifically for at-risk and underperforming students. Frank has two school mentors contracted through City Impact to support and guide students at-risk starting in 7th grade and following them through 8th grade. This year we will utilize two Intervention Specialists to support teachers in the classroom to allow for small group instruction and specific skill development in Math and Language Arts.

Evidence-based educational practices to raise student achievement

Frank Academy uses a variety of evidence-based educational practices to raise student achievement. Teachers provide explicit learning objectives that are tied to demonstrations of learning. Differentiation is a Tier 1 support utilized for all learners. Students are engaged in rigorous, relevant learning. Small groups instruction, clear and effective learning feedback, assessment results, and progress monitoring of goals with Lexia, ST Math, AR, and STAR 360 are some of the evidence-based practices utilized to improve student achievement. Discovery based teaching is implemented using McGraw Hill Inspire Science Curriculum in alignment with the NGSS standards. Tutoring and reteaching are used to help raise student achievement. Common Formative Assessment and common rubrics across content areas allow for strategic planning and intentional focus with students in regards to writing. Frequent checks for understanding, formative and summative data, and grade level CCSS are utilized to raise student achievement. Lessons are student-centered and have them participate in problem-solving, questioning, projects, and ask higher order thinking questions and activities (Depth of Knowledge Level 3 or 4).

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Parents are involved in school activities via School Site Council (SSC), English Language Advisory Council (ELAC), Parent Teacher Organization (PTO), parent conferences, IEPs, and Student Success Teams (SST). When county health guidelines regarding COVID-19 permit, parents are involved by organizing student events, classroom volunteers, coaching sports, and advising student clubs. There are site and district led workshops such as Project 2 Inspire and Canvas trainings.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Stakeholders are involved in the process and implementation of ConApp programs on campus. Parent/Community led groups such as our English Learners Advisory Committee play an important role on campus from volunteer opportunities to ensuring that our English Learner students' needs are met and resources are available for them. For example, the parents requested more workshops for parents and opportunities for English Learners to receive extra academic support. They participate in and attend the local California Association of Bilingual Education (CABE) Conference. Teachers organized tutoring that is specific for socioeconomically disadvantaged students and English Learners. SSC meets regularly to discuss the implementation of our school plan and monitor federal funds and expenditures to ensure they are centered on helping us meet our goals.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

Title I funds are used to support underperforming students in the area of first instruction. Looking at past data, the school identified a need to improve first instruction and focus on implementing Common Core State Standards. Funds were utilized to address the learning loss from the past two school years' disruptions and learning settings (hybrid and distance learning). Categorical funds were utilized to provide tutors to both our AVID classes and our AVID Excel class for English Learners. Funds were also allocated for teachers to monitor progress, analyze data, and share best practices to ensure that our students receive academic interventions during class and after-school based on needs.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "schoolwide." Title I funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Learners. The district receives Supplemental and Concentration LCFF funding. Sites are allocated a portion of these funds in order to provide additional resources toward student achievement.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Towards the end of last year and at the start of the year our teacher leadership team reviewed all of our data. We broke it down and disaggregated multiple pieces of data by EL, race, SES and SPED. We then looked at our four five year trends to address our growth areas. We looked at cohort data as well to be able to analyze and set smart goals. Our SSC committee met and discussed key components of the SPSA twice during the start of the year and approved the SPSA in October. Our ELAC committee gave input at the start of the year with final input before approval coming in October.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Due to distance learning last year, many of our resources shifted. Returning to full in-person learning means we want to look at past practice and assessment to gauge needs. There was a reduction in force for clerical staff which led to a resource inequity. Shortage of substitutes, in prior years, did not allow for dedicated days set aside for teacher collaboration this. Many times, collaboration dates were cancelled as a result of no coverage.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.16%	0.08%	0%	2	1	0
African American	0.57%	0.58%	0.4%	7	7	5
Asian	2.37%	2.57%	2.3%	29	31	27
Filipino	2.04%	1.74%	1.2%	25	21	14
Hispanic/Latino	92.15%	93.04%	94.2%	1,127	1,123	1,112
Pacific Islander	0.25%	0.17%	0%	3	2	0
White	1.64%	1.16%	1.4%	20	14	16
Multiple/No Response	0.82%	0.66%	0.6%	10	8	7
			Total Enrollment	1,223	1,207	1,181

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	18-19	19-20	20-21
Grade 6	396	408	374
Grade 7	411	391	401
Grade 8	416	408	406
Total Enrollment	1,223	1,207	1,181

Conclusions based on this data:

Frank's enrollment and demographics have remained largely unchanged from last year. The data show that the majority of our school population (94%) is of Hispanic or Latino origin, so culturally relevant activities and lessons in class are needed to involve our families and make connection to prior knowledge and background information about our students. Our enrollment has declined from 18-19 to 20-21, which in turn has impacted staffing at school.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	397	370	372	32.5%	30.7%	31.5%
Fluent English Proficient (FEP)	550	591	540	45.0%	49.0%	45.7%
Reclassified Fluent English Proficient (RFEP)	90	73	78	19.7%	18.4%	21.1%

Conclusions based on this data:

The number of English Learners continues around 30% of our student population. About 50% are either current English Learners or Reclassified (RFEP), meaning that we need to be mindful of supports and scaffolds in class to help 50% of our student population access curriculum and engage in high level learning. In 2020-2021, 20 students met the criteria to reclassify based on previous scores from those that were able to be tested in the 2019-2020 school year. Our Newcomer Academy makes up about 18% of our EL population.

One area of concern continues to be Long-Term English Learners (LTELs) as they account for 69% of our English Learner Population. For LTELs, we need to identify specific skills and domains within the ELPAC that they struggle with and work on them in multiple subject areas so they are reinforced since they are the majority of our English Learners. Complex text comprehension, engaging in conversations with peers, and justifying an opinion through writing are areas that LTEL need support and focus in.

School and Student Performance Data

Star Early Literacy

		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score

Table title: Robert J. Frank Academy of Marine Science and Engineering

Conclusions based on this data:

School and Student Performance Data

Star Reading

		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	327	145	44%	65	20%	37	11%	80	24%	2.2	524
Grade 7	353	150	42%	64	18%	54	15%	85	24%	2.2	578
Grade 8	341	120	35%	81	24%	56	16%	84	25%	2.3	684

Conclusions based on this data:

Based on STAR 360 data from the Spring of 20-21, much is needed in the area of literacy and reading. Roughly 1 in 4 students in each grade (25%) are at or above grade level. The area of concern is that between 35-44% of students in each grade are in need or urgent intervention, which indicates that they are performing, at minimum, two grade levels behind. Looking at the literacy continuum, and based on the data provided, our students need to be engaged at the level they are at, but with grade-level standards. The data from the Fall and Winter of that same year indicates that roughly the same number of students were at or above grade level, but more students fell into the urgent category as the year progressed. Instead of teaching grade-level standards in isolation, we need to build on prior concepts acquired and elaborate over time. Students learn by applying what they know and therefore need specific learning opportunities. The Literacy Continuum by Fountas and Pinnell states that we need to guide their attention so that learning in one area informs and supports learning in others. This means reading informs writing and should be cross-content. Practice is needed with rich, complex texts. Students need to be afforded opportunities to speak, time to process information, and expand on comprehension through writing and speaking. Intervention is needed to identify specific skills that are missing, but it needs to be designed to supplement and support grade-level instruction, not supplant.

School and Student Performance Data

Star Math

		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	327	115	35%	70	21%	62	19%	80	24%	2.3	659
Grade 7	313	104	33%	59	19%	53	17%	97	31%	2.5	689
Grade 8	313	88	28%	61	19%	42	13%	122	39%	2.6	726

Table title: **Robert J. Frank Academy of Marine Science and Engineering**

Conclusions based on this data:

The release of the 2020 CA School Dashboard has not been determined as CAASPP testing was suspended due to the COVID-19 pandemic during spring 2021. The analysis below is based on previous on STAR 360 Math data from the Spring 2021. Math is the greatest area of concern according to the data. Though the percentage show between 24-39% are proficient, a deeper look at students identified indicates that roughly 6-8% are performing at or above benchmark according to STAR 360 data. The proficient scores are based on equivalency and are useful, but classroom observations and other indicators help to show that math continues to be an area of need. Focus is needed in analyzing the Common Core State Standards and the importance of first instruction. Teachers will continue to focus on Priority standards to mitigate the impact of school closures and disruptions from the end of the 2019-2020 and 2020-2021 school years. Student-centered lessons that focus on applying mathematical concepts and procedures to real-life situations with higher order thinking questions will require students to construct meaning rather than merely identifying information and apply formulas. Students also need to be able to support and explain their mathematical conclusions. Future data analysis should be based on summative and interim assessments for STAR 360 Math that allow teachers to see student growth, areas of concerns, and if class instructions matches what the key details and structure of the standard are. Being that teachers are focusing on Priority Instructional Standards, it is important that any assessments match those indicators to provide, real, meaningful feedback that can drive instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	The percentage of students who Met or Exceeded the standard for CAASPP ELA from 2018-19 (last year of available): 6th grade students: 25% 7th grade students: 38% 8th grade students: 35%	CAASPP ELA The number of 6th grade students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 13%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 12%. The number of 8th grade students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 10%.
CAASPP Math	The percentage of students who Met or Exceeded the standard for CAASPP Math	CAASPP Math: The number of 6th grade students scoring "Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	from 2018-19 (last year of available): 6th grade students: 18% 7th grade students: 15% 8th grade students: 12%	Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 15%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 12%. The number of 8th students scoring "Met Standard" or "Exceeded Standard" based on 2021-2022 CAASPP assessment data will increase by 9%.
STAR 360 Reading	The percentage of students who scored At or Above on the Fall 2021 Benchmark: 6th grade students: 27% 7th grade students: 23% 8th grade students: 22%	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: 6th grade students: 13% 7th grade students: 12% 8th grade students: 10%
STAR 360 Math	The percentage of students who scored At or Above on the Fall 2021 Benchmark: 6th grade students: 11% 7th grade students: 6% 8th grade students: 10%	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: 6th grade students: 15% 7th grade students: 12% 8th grade students: 9%
ELPAC/Reclassification	20 students reclassified in 2020-2021 based on scores from 2019-2020 data.	The reclassification rate will increase by at least 20% for students to reclassify based on 2021-2022 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

Professional Learning Communities (PLC) will review ELA and Math performance to plan for data driven instruction at weekly meetings. Departments will use data to plan for common formative assessments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All

Strategy/Activity

Use multiple data points to make appropriate course placements. Counselors strategically place students based off of test data, grades, past socio emotional challenges, past discipline and ELD and SPED constraints. Counselors also solicit student choice and teacher recommendations when making these placements.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Counselor Salaries
10000	LCFF

	1000-1999: Certificated Personnel Salaries Counselor Extra Help

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students, but includes the following special population groups: English Learners, Migrant, SED, Foster, Homeless, and African- American.

Strategy/Activity

School tutoring including support for Long Term English Learner (LTEL) students, homeless, African American and foster-youth. Students at-risk of not meeting standards will have high priority for the After School Program assistance and extended breaks to combat learning loss from COVID-19 closures.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	ASES After School Program
	See Goal 1 Strategy 4 - LLI Program (Before and After School Intervention)
13545	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention
6000	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, Migrant, Foster, Homeless, African-American

Strategy/Activity

Increase academic success through evidence-based reading intervention program - Leveled Literacy Intervention (LLI)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Intervention Service Provider (ISP) - LLI Program Implementation

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use data analysis of assessment results through District Programs and Ellevation to inform instruction and to monitor progress. Data will be used from STAR 360, CAASPP, ELPAC, and from curriculum embedded assessments. Teachers will also use data from common formative assessments to drive instruction.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	STAR 360

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Progress monitoring in ELA and Math using LLI, ST Math, Lexia, MyOn, STAR 360, AR, and curriculum-based assessments.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Curriculum
	District Funded Lexia - Differentiated Literacy Instruction
	District Funded STAR 360
	LLI Program - see Strategy/Activity 4
	District Funded ST Math
	District Funded MyOn - Access to digital library of books
	District Funded AR - Monitor independent reading practice and comprehension

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

During PLC time teachers will calibrate writing, develop common rubrics, share instructional techniques, and review pacing guides. Teachers will also develop common formative assessments (CFAs) and discuss data in relation to it and other assessments such as IAB's and STAR 360 Data.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	Collaboration Time

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant

Strategy/Activity

Provide daily designated English Language Development for English Learner students

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Designated ELD Period
	LLI Program Implementation to support EL students in reading - See Goal 1 Strategy 4

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will receive professional development for ELD curriculum and implementation. Content area teachers will receive professional development in Math, Science and Social Studies for English Language Development.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2600	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - English 3D training
900	Title III 1000-1999: Certificated Personnel Salaries

	Teacher Extra Help - Collaboration on English 3D lessons
	Professional Development Workshops - during SIP Day and Staff Meetings - no additional cost

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

STAR 360 ELA and Math assessments will be administered three times per year to monitor student growth toward the benchmark. Teachers and administrators will analyze the data for growth.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded STAR 360 Program
	PLC- Collaboration time - built in

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, Migrant

Strategy/Activity

District EL TOSA (Teacher on Special Assignment) position will work with ELD staff on strategies and differentiation for our LTEL students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

	District Funded EL TOSA

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers will attend conferences for professional development to support site strand focus, content areas, and Positive Behavior Intervention Services, and Supports for intervention.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3010	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference
	District Funded Professional Development - After School Opportunities - CCSS
	Collaboration Time - dedicated dates in calendar to PD Works (10/11/21)
2000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters - Teacher Professional Development

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students, but emphasis placed on English Learners, Homeless, and SED students

Strategy/Activity

AVID electives (7) will be available for grades 6-8 to promote college readiness and implementation of AVID strategies: binder checks, Cornell Notes and WICOR Strategies. AVID Tutors will support

AVID strategies in the elective classes. Field trips to local colleges and universities will support college readiness and create a college atmosphere on campus. Professional Development for teachers and administration.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
14784	LCFF 2000-2999: Classified Personnel Salaries Instructional Assistance.-Extra Help-AVID - Tutors
23335	Title I 2000-2999: Classified Personnel Salaries Instructional Assistance.-Extra Help-AVID - Tutors
3000	Title I 4000-4999: Books And Supplies Warehouse Charges - Cost of binders and AVID Supplies
2500	Title I 5000-5999: Services And Other Operating Expenditures Field Trip - Transportation
2000	Title I 5000-5999: Services And Other Operating Expenditures Services, Entrance Fees, and Operations
2000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - AVID Site Coordinator Help
1700	Title III 2000-2999: Classified Personnel Salaries Instructional Assistance - Extra Help - AVID Excel - Tutors

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students - emphasis on Special Education, SED, and GATE

Strategy/Activity

Technology online subscriptions, licenses and applications will be use to support state standards, intervention programs, enrichment activities and strand focus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9000	Title I 5000-5999: Services And Other Operating Expenditures Online Subscriptions - Flocabulary, Newsela
2000	Title III 5000-5999: Services And Other Operating Expenditures Online Subscriptions - Brain Pop

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide after school clubs, when allowable per COVID-19 restrictions for County and State, for students to participate in strand focus activities, enrichment, and sports.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5500	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Enrichment Clubs
1000	Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Robotics Competitions, MESA, Sports Dues
2500	LCFF 4000-4999: Books And Supplies Materials and Supplies - Clubs

Strategy/Activity 16

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Teachers will use data and analyze from interim Assessment Blocks (IABs) from CAASPP website to support ELA and Math standards

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2200	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Data Analysis

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Conduct progress monitoring of English Learners and recently re-designated students as outlined in the EL Master Plan. Professional development for integrated ELD Strategies and ELPAC Preparation.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title III 4000-4999: Books And Supplies Materials and Supplies - Recognition Night for Reclassification
2000	Title III 4000-4999: Books And Supplies Books other than textbooks

	Professional Development Workshops - SIP Day, EL Shadowing

Strategy/Activity 18

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Fully implement the ELA and Math CCSS and ELD standards in all grade levels using the board adopted materials.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Curriculum

Strategy/Activity 19

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Language Learners

Strategy/Activity

ELPAC Level 1s & 2s, who have been in the U.S. less than two years, a part of an academy (Newcomer's Academy) which offers an acceleration program to bring skills and language to grade level using ELD standards as quickly as possible in both Language Arts and Math.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Two Bilingual Paraeducators for Program
900	Title III 1000-1999: Certificated Personnel Salaries

	Teacher Extra Help - Collaboration and Progress Monitoring

Strategy/Activity 20

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide AVID Excel Course for option for English Language Development to reduce LTELs - AVID Excel provides explicit instruction in English language development and academic language through reading, writing, oral language, academic vocabulary, and college readiness skills

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 1 Strategy 13

Strategy/Activity 21

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site and District Technology Team will support implementation of management system (Canvas) and various learning applications to support a technology-based classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded District Tech TOSAs
1517	LCFF 1000-1999: Certificated Personnel Salaries

	Teacher Extra Help - Additional Canvas Lead Hours - PD, Tutorials, and Support for teachers
9000	Title I 4000-4999: Books And Supplies Materials and Supplies - Student Headphones
	Professional Development Workshops - during SIP Day

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Special Education

Strategy/Activity

Maximize use of Promethean Board and iPads to reach English Learners and Special Education students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 23
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide student learning materials and supplies to ensure all students are prepared, ready to learn and engaged.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

3000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements - laminator, duplo, copy machines
18457	LCFF 4000-4999: Books And Supplies Materials and Supplies
3000	Title I 4000-4999: Books And Supplies Warehouse Charges
2000	Title III 4000-4999: Books And Supplies Warehouse Charges
24010	LCFF 4000-4999: Books And Supplies Warehouse Charges
2000	LCFF 5000-5999: Services And Other Operating Expenditures Publications - Graphics

Strategy/Activity 24

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Progress monitoring via MTSS data analysis - Tier 1 interventions and SMART Goals. Review CUMs and SST data for students not making fair progress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2500	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help
	District Funded Outreach Specialist

Strategy/Activity 25

Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students, but emphasis for student GATE, Foster, Homeless, SED, and English Learners

Strategy/Activity

Incentives for attendance, academics and behavior to recognize student achievement and engagement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
10000	Title I 4000-4999: Books And Supplies Materials and Supplies - Academic Incentives

Strategy/Activity 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Curricular field trips and accompanying resources to support the core instructional program - can be adjusted to provide virtual trips and resources that would mimic curricular trip opportunities.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips (Virtual or In-person depending on restrictions)
2000	Title III 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips (Virtual or In-person depending on restrictions) - Newcomer and AVID Excel

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

6th grade Jump Start Summer Session - Orient 6th graders to middle school, provide SEL support, academic intervention and preparation for middle school

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 2000-2999: Classified Personnel Salaries Campus Assistants - Extra Help
10000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help

Strategy/Activity 28
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Oxnard School District Professional Learning Summit - 3 days of Professional Development for teachers on Tier I instruction and support, both academically and social and emotionally.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded No Additional Cost
	PD Workshops during the school year during SIP Day and Staff Meeting Opportunities

Strategy/Activity 29
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilize Library Tech to provide support for students in accessing literacy through the use of books and media resources.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Library Tech Salary
5624	Title I 2000-2999: Classified Personnel Salaries Library Extra Help

Strategy/Activity 30
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners, SED, Homeless, African-American

Strategy/Activity

Two Intervention Service Providers (ISPs) to combat learning loss and address academic interventions through evidence-based reading intervention program - Leveled Literacy Intervention (LLI) and support in classroom

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded

Strategy/Activity 31
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Math manager and Science Instructional Specialist provide support to teachers through professional development throughout the year.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded
	Professional Development

Strategy/Activity 32

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site Leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. They facilitate PLC meetings, collect data, and share out best practices.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
5529	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Hours

Strategy/Activity 33

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

GATE Students

Strategy/Activity

Students will participate in Robotics Competitions

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
46000	LCFF 4000-4999: Books And Supplies Computer Equipment over $500 - Robotics Computers
3500	Title I 4000-4999: Books And Supplies Non-Capitalized Equipment - Robotics Kits

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Frank Academy will continue to dedicate the majority of time, effort, and focus on the CCSS Curriculum and best first instruction. This school year presents unique challenges, as we continue to navigate through the COVID-19 Pandemic, and the hybrid learning situation of last school year. The disruption over the past two years makes it imperative that we focus on priority standards in ELA and Math to ensure equitable, grade level instruction is happening to help our students progress and meet them where they are at right now. Data from Fall of this year and for the 2020-2021 school year show that about 20% of our students are on grade level for ELA. As the year progresses, we want those numbers to improve, not decrease, which is unfortunately what the data showed from 2020-2021. Therefore, more focus is needed on using data to drive instruction and interventions to address the learning gaps through scaffolded and differentiated lessons throughout the year. Gaps need to be identified and addressed in the moment, so that grade level instruction can continue while supporting the areas of concern along the way. Frank will build on past momentum with Professional Learning Communities (PLCs) to align practice, collaborate, and share data. Our cycle of inquiry and common formative assessments will allow us to compare instructional practices and activities to create best, first instruction. Math is an area of focus. Currently our percentages have gone drastically down from the Spring of 2020. On average, about 9% of our students are at or above grade level for Mathematics currently. Being that mathematics is typically centered on fixed ability messages, Frank School will need to continue to develop a growth mindset with regards to math and communicate with students that their ability is math is malleable and they can continue to learn and grow. The drop in overall percentages as the year progresses indicates that we need to examine our mathematical practices to ask more higher order thinking questions that engage the students with real-world application. This thought process will allow necessary processing speed for some of our low achieving students right now and the ability for students to see that high achievement is possible. Open-ended questions with multiple steps

will allow students to use formulas, while sharing opinion and negotiating their own path to finding the answer. This will raise the level of mathematical awareness and improve instruction in the classroom.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major differences between the intended implementation from 2020-2021 and the actual implementation had to do with the unknowns regarding the COVID-19 pandemic, distance learning, and a return to school/hybrid model. CAASPP testing was waived this past year, ELPAC testing was modified and therefore some of the expected outcomes and metrics were incomplete. With uncertainty as to models of learning (Distance and Hybrid) it was difficult to address both areas as there are many unknowns and variables. Many of the budgeted expenditures were to support distance learning and providing access to all students. Resources and strategies needed to shift to adjust to the current educational structure and therefore it was difficult to consistently focus on intended outcomes because models kept shifting. The pandemic also put a halt to reflective learning walks.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Many of the changes to the goals and strategies for this goal relate to the need to address the learning loss caused by the COVID-19 pandemic and the distance learning model from last year. STAR 360 in both ELA and Math will look at student proficiency levels at the beginning of the year and end of the year. This will allow for constant analysis of growth and show academic progress in a given year. The overall metric of English Learners changed as before it looked at students that scored a 4 on the ELPAC vs students that reclassified. The outcome was changed to reflect the high number of LTELs at our site and the need to emphasis the importance of passing both the ELPAC and the reading metric which is to score in the 25% percentile of STAR Reading. Strategy 3 address the need for more academic intervention with Long Term English Learners and strategy 17 allows for data review and monitoring with the end being a large Reclassification Recognition night for students and families to celebrate the importance of their achievement. Being that Math and Reading are areas of concern, we have added two additional intervention support specialists to our site to work on intervention before and after school hours as well as support within the classroom during instruction. Tier 1 and Tier 2 interventions were placed in the strategies to address the need for more intervention for our students to address gaps in reading and math and LTELs. The site will conduct Professional Development workshops in-house and during staff meetings to ensure that all teachers can attend due to a lack of available substitutes during the school day. We also plan to address the COVID-19 educational disruptions by holding a summer intercession for incoming 6th graders to adjust to middle school, allow for a smooth transition, and begin work on academic supports and interventions. This is found within our plan under Strategy 29.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

To decrease the suspension rate
To increase positive behavior
To provide wrap-around services to ensure students come to school ready to learn

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	The Suspension rate for 2019-2020 (last year of CA Dashboard data) was 3.1%	The Suspension rate will decrease to 3%
Discipline Referral Totals	The overall number of discipline incidents was 2,441 for 2019-2020 (last year of complete data). The number includes classroom referrals and tardies combined.	The overall number of discipline incidents will drop by 10% or more. This number includes classroom referrals and tardies combined.
Panorama SEL Survey	The Panorama SEL Survey from Spring 2020 is used to calculate school climate and student well-being. The following indicators were reported: 57% of students in the 6th grade feel a sense of belonging at school. 43% of students in the 6th grade feel a sense of belonging at school.	The percentage of students will increase in feeling a sense of belonging by Spring 2021 Panorama SEL Survey: 6th grade - 8% 7th grade - 17% 8th grade - 12%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	48% of students in the 6th grade feel a sense of belonging at school.	

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilization of CHAMPS/PBIS will be campus wide. Common behavioral expectations will be developed and utilized campus wide.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School Counselors, ORC, and Admin will monitor at risk students. Counselors will meet with students who are at risk and develop goals in order to increase success. ORC helps to monitor SST Goals and Progress

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

	District Funded
	ORC Position
900	LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Student discipline data will be monitored with the PBIS Team and administration to ensure school practices align with restorative practices and Safe & Civil School model

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| | No additional cost |

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The safety committee will review and update the Safety Plan. Safety drills will be conducted to prepare for emergency situations (Fire and Lockdown)

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

| Amount(s) | Source(s) |
| | |

	No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Site counselor will assist parents and students in crisis and trauma. The counselor will also support student behavior with conflict resolution strategies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded School Counselors (2)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students - emphasis on Homeless, SED, and English Learners

Strategy/Activity

Utilize attendance incentives to encourage daily attendance and reduce tardiness

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 1 Action 25

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Employ Campus Supervisors to monitor campus, including all buildings, and reduce student tardiness throughout entire school day.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Campus Assistant (7.5 employees)
30000	LCFF 2000-2999: Classified Personnel Salaries Campus Assistants (additional 1.5 employees)

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

CST and SST Team will meet bi-monthly to discuss student needs based on teacher referrals and students with current SSTs. Teachers will be trained on SMART goals and data collection for intervention. Strategies will be developed and implemented in the classroom.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional costs

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students will have access to the Science curriculum

Strategy/Activity

Continued use of the Risk of Sexual Activity Curriculum in Science.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students groups will be supported with this monitoring process.

Strategy/Activity

Professional development will be conducted both district wide and site based on PBIS/STOIC. STOIC training will be held through Professional Learning Summit before school begins. All staff working with students with special needs will receive NCPI training.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	PD Workshops during SIP Day and Staff Meeting Opportunities

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Utilization of WEB (Where Everyone Belongs) - WEB is a transition program that trains 8th graders to be positive role models around campus that welcome 6-7th graders and make them feel comfortable through middle school.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students are able to benefit from the bullying prevention education provided.

Strategy/Activity

Bullying prevention education will be provided to students, parents and teachers through assemblies, mandated trainings and parent informational nights.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Assemblies (Anti-Bullying) Virtual or In-person depending on County and State Guidelines

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide a well-maintained, safe, and attractive learning environment for students.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)

1000	LCFF 4000-4999: Books And Supplies Materials and Supplies - Campus Beautification

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

SED, Foster, Homeless, English Learners, African-American

Strategy/Activity

The Opportunity classroom assists students in modifying behavior and gaining the skills necessary to function, more successfully, in the general education classroom in grades 6 through 8. It supports the individualized needs of students within a positive, safe, respectful & academically rigorous environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	District Funded Paraeducator II Position
	District Funded Campus Assistant

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

ASB class offered for 7th-8th Grade students to participate in. These student leadership groups will participate in activities to promote awareness of tobacco usage, drugs and alcohol, anit-bullying, and promote school spirit on campus. They will plan Red Ribbon Week activities and coordinate events with WEB leaders. ASB helps to build up positive, school culture.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Engage students in research-based programs and assemblies that tie into the social-emotional well-being to create a learning environment that is safe, drug-free and conducive to learning. These assemblies can happen virtually or in-person depending on county and district health guidelines.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500	Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees, Operations - Assemblies (Anti-Bullying, Kindness, Vaping)

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Use Panorama's research-backed surveys for students, families, teachers and staff to better understand and build a positive school climate in your school district.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional costs

Strategy/Activity 18
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide lunch time activities and incentives for students to create a positive, school environment. Activities encourage positive behavior, team building, and get-to-know you opportunities to address social-emotional needs on campus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4000	Title I 4000-4999: Books And Supplies Materials and Supplies - Lunch Materials and Incentives

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The PIBS Committee will evaluate the MTSS Pyramid and work with teachers to provide strategies for behavior support in the classroom based on the STOIC approach.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help

Strategy/Activity 20
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Employ extra clerical support in Office to support student and family needs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
60697	LCFF 2000-2999: Classified Personnel Salaries Clerical/Office - OAII

Strategy/Activity 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students - SED, Foster, Homeless

Strategy/Activity

Student Wellness Fair - Help students with healthy coping skills and address social-emotional needs on campus.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
500	Title I 4000-4999: Books And Supplies Materials and Supplies - Supplies for Wellness Fair

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Career Fair/Day - Introduce students to careers by bringing community members into the school to discuss their jobs and opportunities for students as they continue through school.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1200	LCFF 4000-4999: Books And Supplies Materials and Supplies - Vendor Needs

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

The overall effectiveness of this goal was difficult to measure based on the specific metrics, due to distance learning and hybrid learning formats. There was no California Dashboard data on suspension rates, but we do know that our suspension rates drastically decreased when students finally returned to school in April. This metric only reflects the students that elected to return though and is not indicative of a normal school year with all students present. Attendance was a concern during distance learning. Home visits and SARB/SART meetings were conducted to help address this concern. We were unable to administer the CA Health Kids survey and no longer will use that metric as we have transitioned to using the Panorama Survey for both community engagement and SEL support on campus. Last year, there was a great need for social-emotional support and learning. Due to distance learning, it was difficult for students to feel connected to school and challenging for teachers to be able to monitor it. Programs that typically support a positive, safe school environment such as WEB, ASB, and after school clubs and sports were absent or greatly reduced/modified due to county and state health guidelines. The strategies/activities from last year reflected the need to provide social-emotional support for students to feel safe at school. Those areas will continue to be an emphasis this school year. A large focus has been placed on having students feel connected to school again. Many students have only stepped foot on campus for a brief period, if any, so students need opportunities to talk about feelings, participate in positive school activities, and opportunities to interact with one another.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The major discrepancy between the intended implementation and the budgeted expenditures was the reduction in support staff in the office. This caused a disruption when trying to achieve the goal of checking in with students, monitoring attendance, and contacting families with regards to academic concerns and/or accessibility to resources such as WiFi or Canvas. There was also some vacant paraprofessional position for our Opportunity class last year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Based on the lack of student data from this past year, it is difficult to gauge improvements and needs for this upcoming year as students have been adjusting to a various learning environment since March 2020. Many of the same strategies and activities still apply, but will need to be

modified or adjusted to meet the needs of students for this school year. The school did adjust the metrics/indicators and the expected outcomes. We will utilize data from 2019-2020 for suspension rates since it will be a comparable metric. We will utilize Panorama SEL survey data instead of CA Healthy Kids. Within Panorama, we identified an indicator about student's sense of belonging at school. We increased the need for more supervision on campus as the current amount of campus supervisors does not allow us to appropriately monitor areas and provide support for students. This is reflected in strategy 7 of this goal. We also added an additional Office Assistant as we identified the support staff as an area that needs to be addressed so we can appropriately support students, help them with their needs, and respond to families in a timely manner to build a strong, communicative culture on campus. This is reflected in strategy 22. Finally, in order to build a positive, safe school environment, we added behavior and attendance incentives (strategies 6 & 21) to provide activities and rewards for students that model positive behavior. With regards to providing support for our high needs students, we will be able to implement our grant with City Impact to have two full time mentors on campus five days a week to work with 7th and 8th grade students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

To increase communication through websites and social media so parents and community are informed about district and school instructional programs and activities
To facilitate parent involvement in the educational and social-emotional well-being of their children
To increase volunteer opportunities so parents can assist in the classroom and on campus

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Parent Needs Survey	2021-2022 will be the baseline for this data as the Needs survey was unable to be completed due to COVID-19 Pandemic and Distance Learning model	2021-2022 will be the baseline for this data.
Average attendance at ELAC Meetings	An average of 4 parents attended ELAC Meetings.	Attendance will increase by 75% at ELAC Meetings this year.
Parent attendance at Back to School Night	2021-2022 will be the baseline for this data for Back To School Night Attendance - completed Virtually	2021-2022 will be the baseline for this data.

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Title I parent information presented at Back to School Night.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parent Compact and Title I School-Level Parent and Family Engagement Policy distributed to all parents.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school site via the Outreach Specialist and Counselors, will provide parent empowerment classes in the evening throughout the school year, including but not limited to Canvas, Project 2 Inspire, Technology/Internet Safety and classes for working with teenagers.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Materials and Supplies - Parent Project Materials
2000	Title III 2000-2999: Classified Personnel Salaries Other Classified - Outreach OT

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Parents will be invited to Fall Parent Conferences for all students. Spring Parent Conferences will be held for students at-risk of not meeting grade level standards. Translators are for parents of EL students for any additional meetings as needed.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3000	Title III 2000-2999: Classified Personnel Salaries Verbal Translation - Extra Help
2004	Title III 2000-2999: Classified Personnel Salaries Verbal Translation - O.T.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

SED, Homeless, English Learners

Strategy/Activity

ORC provides outreach to communities and families on a regular basis and helps to coordinate services when possible. Food care packages are distributed to families in need during designated times.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

ELAC meetings are held monthly to communicate EL student progress as well as develop plans for EL student success with parents and stakeholders.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Title I Meeting will be held to discuss the purpose of Title I funding and how it is used to close the achievement gap for students.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	No additional costs

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 involvement opportunities via committee meetings: SSC, PTO 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)
2736	Title III 4000-4999: Books And Supplies Materials and Supplies - ELAC Meetings (see Goal 3 - Action 6)

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

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.

All Students

Strategy/Activity

District and Site opportunities provided for families to attend parent workshops: CABE, Mother-Daughter, Project 2 Inspire, PIQUE, Wellness Workshops provided by school counselors.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000	Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference - CABE

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

School counselors will provide parent workshops for high school transition supporting A-G Requirements. They collaborate with the OUHSD about scholarships, high school resources, and programs.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Special Education Students

Strategy/Activity

Support teachers and staff with parents and being able to participate in the IEP process for students with special needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
7470	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Extra Clerical Support in Office to support student and family needs.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3781	LCFF 2000-2999: Classified Personnel Salaries Clerical Substitutes
8000	LCFF 2000-2999: Classified Personnel Salaries Clerical O.T.

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Encourage parents to participate in Student Success Team meetings to discuss strategies for students academic and social emotional concerns.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 3 - Action 13

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners and Migrant Students

Strategy/Activity

Encourage parents to attend ELD Reclassification Meetings in the Fall and Spring to celebrate student success.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
	See Goal 1 Action 34***

Strategy/Activity 16

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

The school campus will be an inviting and accessible area for families when meeting with school staff.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

4000	LCFF 4000-4999: Books And Supplies Non-Capitalized Equipment - Front Office Needs
2000	LCFF 4000-4999: Books And Supplies Computer Supplies and Software
2000	Title III 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)   Source(s)

Annual Review

SPSA Year Reviewed: 2020-21

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

Parents were provided meaningful opportunities to participate in their students' growth. Parents attended various trainings such as Canvas, Distance Learning Support, as well as Back to School Night and Parent/Teacher conferences to be involved in their students' wellbeing and education. School meeting times were held after hours to promote more parent involvement. ELAC and SSC meetings allowed parents to be a part of the decision-making process at school. All SSTs, IEPs, Parent-Teacher Meetings, and 504s were held virtually to still allow parents to be a part of the process. Families continued receiving hotspots to afford families meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Due to COVID-19, the budget expenditures and intended implementation were difficult to implement to the fullest extent. Online applications like Zoom and Canvas allowed for parents to

still be afforded the opportunity to participant in their child's education, though there were challenges in getting parents familiar and comfortable with the applications. Not all parents signed up to receive notifications and be able to monitor student progress via Canvas. The learning curve for technology was an impediment that results in a difference between intention and actualization of the goal. The change to all virtual meetings and the cancellation of other events like the Frank Showcase caused less participation from community members.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Many of the strategies and actions will remain the same this year. We did modified times and adjust online features in an effort to increase attendance at various meetings. ELAC will utilize more resources within the meetings themselves and we changed the time slot to the mornings in an effort to reach more families. PTO did the same. The time for School Site Council was also adjusted to immediately afterschool so both parents and students that serve on the committee may remain on campus if they need to. This will also allow guests and public speakers to attend if they also have a child on campus and pick them up from school. We will continue to push online parent trainings and Zoom opportunities for parents to feel welcomed and that they are a meaningful parent of our school community.

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$133,308.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$417,899.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Amount ($)
Title I	$103,468.00
Title III	$29,840.00

Subtotal of additional federal funds included for this school: $133,308.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Amount ($)
LCFF	$265,546.00
LCFF - Intervention	$19,045.00

Subtotal of state or local funds included for this school: $284,591.00

Total of federal, state, and/or local funds for this school: $417,899.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	103,468.00	0.00
Title III	29,840.00	0.00
LCFF	265,546.00	0.00
LCFF - Intervention	19,045.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	265,546.00
LCFF - Intervention	19,045.00
Title I	103,468.00
Title III	29,840.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	38,217.00
2000-2999: Classified Personnel Salaries	LCFF	120,262.00
4000-4999: Books And Supplies	LCFF	100,167.00
5000-5999: Services And Other Operating Expenditures	LCFF	6,900.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	19,045.00
1000-1999: Certificated Personnel Salaries	Title I	20,999.00
2000-2999: Classified Personnel Salaries	Title I	28,959.00
4000-4999: Books And Supplies	Title I	33,000.00
5000-5999: Services And Other Operating Expenditures	Title I	20,510.00

1000-1999: Certificated Personnel Salaries	Title III	4,400.00
2000-2999: Classified Personnel Salaries	Title III	8,704.00
4000-4999: Books And Supplies	Title III	10,736.00
5000-5999: Services And Other Operating Expenditures	Title III	6,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	272,111.00
Goal 2	105,797.00
Goal 3	39,991.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Tyler Higa	Principal
Maybellyne Frazer	Classroom Teacher
Kristin Dodge	Classroom Teacher
Crystal Reagan	Classroom Teacher
Mark Urwick	Classroom Teacher
Amber Pergeson	Other School Staff
Yolanda Melano	Parent or Community Member
Bob Vargas	Parent or Community Member
Yanira Ortega	Parent or Community Member
Genesis Gonzalez	Secondary Student
Rayleen Gonzalez	Secondary Student
Aleshka Guillen	Secondary Student

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name
Rayleen	School Site Council
Veronica E	English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 18, 2021.

Attested:

Signature	
Tyler Higa	Principal, Tyler Higa on 10/18/2021
Rayleen	SSC Chairperson, Ms. Rayleen Gonzalez on 10/18/2021

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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