

KAMALA



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Kamala School	56725386055339	October 21, 2012	November 17, 2021

Purpose and Description

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

Schoolwide Program

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

Kamala is a kindergarten through eighth grade school where we believe that every student can succeed. Within our school, we have a Dual Language Immersion (DLI) program focused on building bilingual, biliterate, and bicultural students. We also have a strong commitment to strengthening our K-8 community through meaningful teacher collaboration, recess activities, spirit days and other activities. Our PBIS team has also been working with staff on building common expectations and forming strong relationships with students, which has also contributed to creating a safe, positive environment for our students.

Our commitment to the success of all students have been a driving force for teachers and staff to think critically about our instructional program and analyze how we have been using data. Low test scores and the impacts of the COVID-19 pandemic have provided a sense of urgency to this examination of our program. The staff of Kamala School are working to build strong professional learning communities and collaborating with grade level and vertical teams to improve student learning.

Strong first instruction with high rigor, standards based lessons with effective instructional strategies, and an emphasis on analysis of data to drive instruction and intervention are the focal points for our Instructional Leadership Team and PLC work. The leadership team will facilitate this work in their PLCs and during collaboration with grade level colleagues. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data and respond to the data are significant actions in our plan.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. A literacy intervention teacher (LIT) provided by the district will provide targeted reading intervention for students in all the primary grades. However, we believe that it is not in the area of pull out intervention, but rather in that of tier one instruction that we can most impact student achievement. To this end, teachers are committed to providing meaningful, differentiated learning opportunities for students during first instruction based on analysis of data. Student monitoring meetings with individual teachers and administration will provide an additional structure for data analysis.

Our DLI program is now in its eighth year with DLI students in grades K-7. All classes in kindergarten through third grade are DLI classes and teachers in K - 3 are using the designed, content-based units. Teachers in all DLI classes will continue to foster oracy and make connections between the languages for students and will ensure that students' language proficiency and academic vocabulary are a major component of designated and integrated ELD.

Students in the middle school are engaged in electives connected to our strand focus of Art and Technology. Art is offered as an elective to middle school students as are the electives of finance, careers, study skills, and environmental Science. Our art teacher does school-wide art projects that can be viewed in in our halls. Students and staff are excited to see the major art pieces the teacher is able to create with the individual pieces she receives from everyone at Kamala! In addition to these electives, we offer a robust AVID program in grades 6-8, and plan to integrate key components of the AVID program, such as focused note take and organization skills in all classes.

All stakeholders must work together to support students. We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes and Coffee with Us/Cafe con Nosotros. Parents and families connect via Zoom for these meetings, but we plan to return to in person meetings as soon as health conditions permit.

"One Team. One Goal./ Un equipo. Una Meta" defines our school community. Rather than dividing ourselves into groups of elementary versus middle grades, general versus special education, or certificated versus classified staff, we see ourselves as one Kamala team. In this way, we are moving forward together to improve student achievement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

The administrators visit classrooms regularly to identify what is going well and what areas are in need of support. We have been working on building strong relationships with students and focusing on strong, effective first instruction and rigor in lessons. Teachers work to build strong relationships with students to make teaching and learning more effective. These efforts have been enhanced with the return to in person instruction, and we know that after 18 months of distance learning, making meaningful connections and building safe classroom environments is even more vital during this time. Teachers, the counselor, the outreach coordinator, office staff, and administrators are working diligently to help all students feel safe, connected, valued, and appropriately challenged.

We will continue to focus this year on strong, effective first instruction. Three site goals incorporate ideas from the leadership team and our grade level PLCs. We will work on consistent, standards-based lessons with high rigor, progress monitoring using common formative assessments, and differentiation during primary instruction. At the same time, we will focus on the social emotional needs of our students and their families.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Due to the COVID-19 pandemic, students did not take the CAASPP test in 2020 or 2021, making analysis of such data less helpful in considering our current successes and needs. As we analyze STAR 360 data, we recognize that while there is no doubt that 18 months of distance learning had an impact on student achievement, the problem of our students under performing on state and local assessments pre-dates the pandemic. A comparison of the data from Fall 2020 to Fall 2021, indicates that scores declined 8.6% proficient in reading, and at 16.5% was well below our goal of greater than 40%. The same comparison in the Early Literacy Assessment for Kindergarten and first grade indicate scores declining from 58.7 to 39% proficient. A comparison of the STAR math from Fall 2020 to Fall 2021 indicate a decline from 24.1 to 10.4% proficient. The comparisons are not of cohort data, but are comparisons of the proficiency rates of students in the grades at the time of the assessment. Progress monitoring for all students, with a particular focus on students currently scoring in the urgent intervention level is planned.

Teachers have begun to meet as grade levels to analyze these data and determine implications for the first instruction they offer all students in their classrooms. While we recognize the importance of targeted intervention, we believe that a rigorous, differentiated curriculum offered within the classroom is the single most impactful way to improve student learning and, in so doing, raise test scores for all students in all subgroups.

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

We have been working to increase data analysis in grade level groups over the past three years. In order to more accurately monitor student progress, the STAR 360 assessments will be administered at least every 6 weeks and grade level PLCs will begin working on creating common formative assessments this year. The principal will meet individually with each teacher to discuss implications for universal access based on STAR 360 data. Grade level leadership team representatives will facilitate data discussions and teams will develop strategies to support students based on the data.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

The Educational Services Department includes Directors and Managers who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services and Equity and Family and Community Engagement. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers prior to the start of school for students. Professional development was provided in the following areas:

All grade levels: Literacy strategies and Culturally Responsive Teaching

TK-5: new standards-based report cards, math strategies

Grades 6-8: PBIS strategies; SEL data collection; math, science and PE for content teachers

Special Education: Curriculum, NCI Training, SEL behavior support

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

Teacher collaboration is fostered through both vertical and grade level teams. We are continuing to build strong Professional Learning Communities with our grade level teams through which teachers use the cycle of inquiry to improve student learning. The Instructional Leadership Team grade level representatives will be facilitating PLC meetings with protocols developed during leadership meetings. The protocols will focus on the cycle of inquiry, common assessment practices, and analysis of lesson rigor. Collaboration for planning strong first instruction and developing common formative assessments in addition to PLC work is another piece to improving student learning. DLI teachers also will receive additional planning/collaboration time to meet with their 50/50 partners as well as their language partners to ensure continuity of program and effective teaching. Vertical teams meet during staff meetings to ensure that expectations are consistent at each grade level and teachers are increasing rigor throughout the year so that students are prepared for the next grade level.

Teaching and Learning

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

Collaboration work, using the PLC (Professional Learning Communities) model, supports use of instructional strategies aligned to current CA Common Core State Standards. State adopted and approved curricular materials support instruction.

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

Various supports are identified and put into practice to support underperforming students. Tier one supports include small group, timely intervention in the classroom/universal access when students are not meeting standards. Review of classroom data, STAR 360 scores, and other relevant data are reviewed during individual teacher meetings with the principal and PLC meetings to provide additional support in the classroom. For students who need additional support to meet standards, after school tutoring can be provided. Tier two supports can be identified through CST/SST process for students with academic, behavior or social/emotional needs that may require more intensive support. These supports include more intensive tutoring, small group work with the LIT, counseling support, or services from outside agencies.

Evidence-based educational practices to raise student achievement

We have done a lot of work with the staff on building strong relationships with students and families to build a safe learning environment for students. Standards based instruction with high rigor and stated learning objectives are also practices on which we continue to focus and develop. Professional development in these areas is ongoing. Meetings of vertical teams ensure that students are ready for the upcoming grade level standards. Writing across subject areas with a progression towards the end of year objective is another practice to raise student achievement.

Parental Engagement

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

The administration, counselor and ORC work to provide Triple P parenting classes and other workshops. These are well attended by parents and provide great information and support to families. Administration and teachers are planning family reading and math nights with a focus on what students are learning and how the school and families can work together to support student learning. Parent meeting nights will also focus on educating parents on tools such as Parent Connect, the new K-5 report card, and district-provided software such as Lexia and ST Math, with the goal of making parents more comfortable with supporting their students.

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

Teachers, staff and parents are involved in the various stages of the programs. Teachers implement the programs and continue to analyze effectiveness through data analysis. Parents and staff involvement is elicited through ELAC and SSC meetings as well as Back to School Night and other parent meetings. CAASPP and STAR data are presented to parent groups with an analysis of the programs and feedback and input on SPSA actions is regularly discussed at both ELAC and SSC meetings.

Funding

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

We have no CAASPP data to analyze from last year. However, a comparison of data from Fall 2020 to Fall 2021 indicates a decrease in the percentage of students scoring proficient in early literacy, reading, and math. Funding this year will focus on providing extra support in all areas during primary instruction and tutoring for students who need it. A literacy intervention teacher will provide tier two intervention. Additional Title I funding is used to provide AVID tutors for our middle school AVID program, provide paraeducators to support our kindergarten program, order the supplies needed for our program, and offer additional pay for teachers who tutor students outside of work hours.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

After data analysis and discussion of SPSA actions, teachers input is gathered to inform actions on the SPSA and school goals. The leadership team meets regularly to discuss data and continued actions and the effectiveness of those actions. Actions are reviewed with the school site council and input is solicited from ELAC members at every meeting. In this way, we are able to meaningfully involve multiple stakeholder communities.

Resource Inequities

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

The shortage of substitute teachers in our district and throughout the state of California had directly impacted our ability to provide meaningful professional development to our teachers and to provide the support needed for all students. With no substitutes available, teachers have had to postpone or cancel participation in professional development on biliteracy units, special education curriculum training, and more. Moreover, a lack of substitute paraeducators has meant that our middle school special education students have not had a paraeducator in their SAI math class during the 21-22 school year.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0%	0%	0%	0	0	0
African American	0.63%	0.57%	0.4%	7	6	4
Asian	0.09%	0.09%	0.2%	1	1	2
Filipino	0.36%	0.09%	0.3%	4	1	3
Hispanic/Latino	97.23%	97.63%	97.9%	1,088	1,031	1,022
Pacific Islander	0%	0%	0%	0	0	0
White	1.43%	1.42%	1.0%	16	15	10
Multiple/No Response	0.27%	0.19%	0.3%	3	2	3
Total Enrollment				1,119	1,056	1,044

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	110	95	93
Grade 1	119	118	95
Grade 2	116	117	119
Grade 3	135	118	116
Grade 4	132	131	113
Grade 5	130	132	137
Grade 6	117	125	144
Grade 7	130	104	124
Grade 8	130	116	103
Total Enrollment	1,119	1,056	1,044

Conclusions based on this data:

Our enrollment has declined over the past three years, which is consistent with the district. Additionally, we are currently transitioning to a full biliteracy school. In grades 4-8, we currently have both a DLI program and an SEI program. In grades K-3, all classes are DLI. As the DLI program moves up, our enrollment will continue to decline slightly as students are generally not added to the program in the upper grades.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	678	622	630	60.6%	58.9%	60.3%
Fluent English Proficient (FEP)	286	291	283	25.6%	27.6%	27.1%
Reclassified Fluent English Proficient (RFEP)	112	115	44	15.1%	17.0%	7.1%

Conclusions based on this data:

The percentage of English Learners has remained in the 60% range. Our reclassification rate decreased noticeably during the 20-21 school year. We believe this is attributable to the challenges of conducting reclassification in a distance learning context. Students in the upper grade who are still classified as English Learners (LTELs) will require more targeted support in order to meet reclassification criteria on the ELPAC and CAASPP or STAR 360 assessments. A deeper analysis of both ELPAC and CAASPP claims and targets for these students will be critical in identifying specific areas for intervention and support. Students in the primary grades will benefit from oracy development in our biliteracy classes which will provide a strong foundation for reading and writing. A schoolwide focus on progress monitoring and universal access groups will benefit our LTELs and EL students in the primary grades, as this work will develop reading and critical thinking skills in addition to writing skills.

School and Student Performance Data

Star Early Literacy

Kamala School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
Grade K	94	27	29%	17	18%	18	19%	32	34%	581
Grade 1	84	34	40%	17	20%	13	15%	20	24%	655
Grade 2	18	14	78%	3	17%	1	6%	0	0%	672

Conclusions based on this data:

We must address the fact that 66% and 76% of students tested in grades K and 1, respectively, are not at or above benchmark in early literacy. We believe this is best addressed with tier one intervention, taking place in the classroom and led by the classroom teacher, as opposed to a pull out intervention program. To this end, each teacher will meet individually with the principal to review data from each student and use these data to determine the skill most needed to gain proficiency. Groups can then be created which will address the specific needs of each student, as determined by data. While high quality tier one intervention is the single best way to address our needs, there is also a place for a research-based pull out intervention program. To this end, our literacy intervention teacher has designed and begun intervention groups with high need students, such as the 18 second graders these data show are not yet proficient in early literacy skills.

School and Student Performance Data

Star Reading

Kamala School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	95	36	38%	22	23%	14	15%	23	24%	2.3	185
Grade 3	112	45	40%	25	22%	14	13%	28	25%	2.2	303
Grade 4	110	43	39%	21	19%	19	17%	27	25%	2.3	374
Grade 5	135	44	33%	31	23%	27	20%	33	24%	2.4	480
Grade 6	134	58	43%	34	25%	17	13%	25	19%	2.1	517
Grade 7	107	42	39%	32	30%	18	17%	15	14%	2.1	575
Grade 8	94	29	31%	27	29%	19	20%	19	20%	2.3	710

Conclusions based on this data:

In all grades, tested, we have a large number of students who are less than proficient in reading, as measured by the STAR 360. While pull out intervention has a place, it is not desirable, or even practical, to have all students lacking proficiency enrolled in such intervention. Rather, it is high quality primary instruction, with a focus on data driven universal access groups, meaningful differentiation that addresses needs while not lowering the standards, and regular progress monitoring to determine successes and continued needs, that will best address the needs we see. To this end, all teachers in will have time to collaborate with their colleagues to analyze the data for each student in their grade level. Teachers will then meet with the principal in individual meetings to discuss the specific needs of students in their class, and determine how best to address those needs through high quality instruction within the school day. Teachers will collect and maintain ongoing progress monitoring data, which will be used in grade level discussions and conversations with the principal intended to determine which interventions should be continued, modified, or ended.

Along with this focus on high quality primary instruction, there is a need for a research-based pull out intervention program. To aid in this effort, a literacy intervention teachers will meet with students in need of tier two intervention. The LIT teacher will begin with a focus on grades 2 and 3, and will then expand to grades K-5.

School and Student Performance Data

Star Math

Kamala School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	84	16	19%	18	21%	13	15%	37	44%	2.8	346
Grade 2	112	42	38%	25	22%	21	19%	24	21%	2.2	415
Grade 3	110	34	31%	28	25%	20	18%	28	25%	2.4	508
Grade 4	110	37	34%	23	21%	15	14%	35	32%	2.4	567
Grade 5	133	37	28%	26	20%	20	15%	50	38%	2.6	644
Grade 6	119	45	38%	26	22%	15	13%	33	28%	2.3	659
Grade 7	105	35	33%	26	25%	18	17%	26	25%	2.3	683
Grade 8	94	24	26%	28	30%	16	17%	26	28%	2.5	722

Conclusions based on this data:

Our math data show a need for improvement, with only between 21 and 44% of students showing progress at or above the benchmark. As with our students' reading needs, we believe the best way to improve the proficiency of our students in math is through high quality primary instruction. Such instruction requires highly trained teachers. To this end, all K-5 teachers and 6-8 grade math teachers participated in professional development in effective math instruction, and the district employs a math specialist who provides support and professional development.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten: Percentage of students attaining proficiency as measured by the percent at or above benchmark on STAR 360 Early Literacy Assessment	Kindergarten: 34% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment	Kindergarten: As measured by the STAR 360 Early Literacy Assessment, the percentage of students at/above benchmark will increase by 5% or more.
Grade 1: Percentage of students attaining proficiency as measured by the percent at or above benchmark on STAR 360 Early Literacy and Math Assessments	Grade 1: 24% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment 44% at/above CAASPP benchmark level on STAR 360 Math	Grade 1: As measured by the STAR 360 Early Literacy and Math Assessments, at least 5% of students in each band level will move to a higher band.
Grade 2: Percentage of students attaining proficiency as measured by the percent at or above benchmark on STAR 360 Reading and Math Assessments	Grade 2: 24% at/above CAASPP benchmark level on STAR 360 Reading 21% at/above CAASPP benchmark level on STAR 360 Math	Grades 2-8: As measured by the STAR 360 Reading and Math Assessments, at least 5% of students in each band level will move to a higher band.
Grades 3-8: Percentage of students at met/exceeded level on ELA and math CAASPP; percentage of students attaining proficiency as	Grade 3: 25% at/above CAASPP benchmark level on STAR 360 Reading	Grades 3 - 8: As measured on the CAASPP for ELA and Math, at least 5% of students in each band level will move to a higher band.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>measured by the percent at or above benchmark on STAR 360 Reading and Math assessments</p>	<p>25% at/above CAASPP benchmark level on STAR 360 Math</p> <p>Grade 4: 25% at/above CAASPP benchmark level on STAR 360 Reading 32% at/above CAASPP benchmark level on STAR 360 Math</p> <p>Grade 5: 24% at/above CAASPP benchmark level on STAR 360 Reading 38% at/above CAASPP benchmark level on STAR 360 Math</p> <p>Grade 6: 19% at/above CAASPP benchmark level on STAR 360 Reading 28% at/above CAASPP benchmark level on STAR 360 Math</p> <p>Grade 7: 14% at/above CAASPP benchmark level on STAR 360 Reading 25% at/above CAASPP benchmark level on STAR 360 Math</p> <p>Grade 8: 20% at/above CAASPP benchmark level on STAR 360 Reading 28% at/above CAASPP benchmark level on STAR 360 Math</p> <p>2019 CAASPP Data: We recognize that, being two years old, these data are not as valuable as they could be. We are nevertheless including them as they represent the most recent administration of the CAASPP. Grade 3: 28% met/exceeded ELA CAASPP</p>	<p>English Learners in Grades 3-8: As measured on the CAASPP for ELA and Math, at least 5% of students in each band level will move to a higher band.</p> <p>English Learners in Grades 4-8: Increase EL Reclassification rate by at least 5%.</p> <p>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	27% met/exceeded Math CAASPP Grade 4 30% met/exceeded ELA CAASPP 32% met/exceeded Math CAASPP Grade 5 37% met/exceeded ELA CAASPP 17% met/exceeded Math CAASPP Grade 6 33% met/exceeded ELA CAASPP 9% met/exceeded Math CAASPP Grade 7 34% met/exceeded ELA CAASPP 6% met/exceeded Math CAASPP Grade 8 25% met/exceeded ELA CAASPP 8% met/exceeded Math CAASPP	

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Teachers will engage in PLC meetings at least two times/month. The focus for these meetings will be on the identified school goals of consistent, standards-based lessons with high rigor and progress monitoring using common formative assessments and STAR 360 data. Teachers will plan instruction, analyze data, monitor student progress, and develop interventions as needed. Grade-level leadership team representatives will facilitate PLC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide additional opportunities for collaboration between teachers. Focus will be on planning for strong first instruction, improving instructional strategies, and rigor in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4500

LCFF
1000-1999: Certificated Personnel Salaries
Teacher hourly rate for extra hours

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Purchase materials to support implementation of the California State Standards, strong first instruction, support our strand focus (Technology and art), and provide targeted intervention and/or enrichment opportunities for students during in-school interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

19000	LCFF 4000-4999: Books And Supplies Cost of materials, including computer equipment and software
22500	LCFF 4000-4999: Books And Supplies Cost of books and materials
1000	Title I 4000-4999: Books And Supplies Materials for art strand
1488	Title I 4000-4999: Books And Supplies Materials for electives

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students in biliteracy program; English learners

Strategy/Activity

Students in biliteracy program will have an abundance of authentic Spanish Literature in all grade levels, and will have all necessary materials for the implementation biliteracy units.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7500	LCFF 4000-4999: Books And Supplies Books and materials to support implementation of DLI units and biliteracy
10000	Title III 4000-4999: Books And Supplies Materials for biliteracy units

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Teachers will administer progress monitoring and benchmark assessments throughout the year (including STAR 360 Reading and math, curriculum-based assessments, common formative assessments, and interim assessment blocks). In collaboration with their grade level teams and the principal, they will analyze data and adjust interventions as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Teachers will use adopted curriculum in ELA, SLA, ELD and math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Curriculum

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Purchase materials to support instruction and to maintain facilities to ensure a safe learning environment for the students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
50672	Title I 4000-4999: Books And Supplies Cost of materials, supplies, warehouse charges, and equipment
6840	Title I 5000-5999: Services And Other Operating Expenditures Maintenance agreements and services
5000	Title I 5000-5999: Services And Other Operating Expenditures Cost of repairs for facilities needed to maintain student safety
500	Title I 5800: Professional/Consulting Services And Operating Expenditures Service agreements
20995	LCFF 4000-4999: Books And Supplies Cost of supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All Students and English Learners

Strategy/Activity

The literacy intervention teacher will provide small group intervention to all elementary grades, with an initial focus on grades 1-3.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Cost of personnel (Literacy Intervention Teacher)

7500	LCFF 4000-4999: Books And Supplies Intervention materials and supplies
5399	LCFF - Intervention 4000-4999: Books And Supplies Intervention Materials and supplies

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All Students and English Learners

Strategy/Activity

Teachers will provide extended learning opportunities to students in their grade level, for targeted intervention and/or enrichment for students in ELA and/or math in grades 1-8. Intervention and enrichment groups will be based on STAR 360 data, common formative assessments, and teacher observations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10972	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring
5000	Title III 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring
5230	Title I 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring
1300	Title I 3000-3999: Employee Benefits Certificated Benefits
3160	Title III 3000-3999: Employee Benefits Certificated Benefits
4000	LCFF 1000-1999: Certificated Personnel Salaries Teacher hourly salary for tutoring

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All Students and English Learners

Strategy/Activity

Provide software programs to all students for differentiated learning opportunities in addition to those provided by the district (e.g. BrainPop) and ensure that all students have access to a district issued iPad.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF 5800: Professional/Consulting Services And Operating Expenditures Cost of agreements
3000	Title I 4000-4999: Books And Supplies Repair/ Replacement of student iPads
4300	LCFF 5800: Professional/Consulting Services And Operating Expenditures Online subscriptions, licenses, and apps
6363	LCFF - Intervention 5800: Professional/Consulting Services And Operating Expenditures Online subscriptions, licenses, and apps for students needing intervention

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Conduct student monitoring conferences with teachers to address student learning needs and identify students who are at risk of not meeting grade level goals and additional supports to address needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Conduct meetings with student study and Section 504 teams to review cases of students who are not demonstrating sufficient progress on grade level standards and/or students who need additional behavior support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
6700	LCFF 1000-1999: Certificated Personnel Salaries Floating substitute to release teachers to meet during SST and 504 meetings.
2174	LCFF 4000-4999: Books And Supplies Purchase materials (flexible seating, core discs, sensory items, etc.) to provide individualized support based on the needs identified through MTSS model
3000	LCFF 4000-4999: Books And Supplies Incentives to improve student attendance.
3000	LCFF 4000-4999: Books And Supplies Incentives to improve student academic performance.
7301	LCFF 3000-3999: Employee Benefits Certificated benefits
	District Funded 1000-1999: Certificated Personnel Salaries Cost of Counselor

District Funded
2000-2999: Classified Personnel Salaries
Cost of Outreach Consultant

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide access to and encourage participation in Accelerated Reader Renaissance 360, Lexia Core5/Power UP, MyON, and ST Math for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5000-5999: Services And Other Operating
Expenditures
Cost of programs

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

Special Education

Strategy/Activity

Conduct IEP meetings including transition meetings for students into kindergarten, students transitioning from elementary to middle school, and students transitioning from 8th grade to high school.. Floating substitute to release general education teacher and special education teacher to conduct IEP meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

13300

LCFF
1000-1999: Certificated Personnel Salaries
Cost of substitutes

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

All Students and English Learners

Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 6-8. In the event that in-person field trips are not available this year, virtual field trip options will be explored and scheduled.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
18641	Title I 2000-2999: Classified Personnel Salaries Cost of AVID tutors
1000	LCFF 4000-4999: Books And Supplies Materials for AVID classes
1000	LCFF 5700-5799: Transfers Of Direct Costs Buses for field trips for AVID students
1500	LCFF 1000-1999: Certificated Personnel Salaries Teacher rate for extra hours for AVID coordinator
6491	Title I 3000-3999: Employee Benefits Classified Benefits

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Use teachers on special assignment (TOSAs) to provide support and guidance for ELD teachers, focusing on curriculum and classroom instructional strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Conduct Leadership Team meetings at least once/month to plan for upcoming PLC meetings; develop protocols for data analysis, taking assessments, planning instruction, etc.; discuss effective instructional strategies and strategies to improve rigor in the classroom. Leadership representatives will facilitate PLC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Teachers will use ELPAC and local assessment data to group students for daily ELD instruction during PLC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Monitor implementation of ELD and support teachers in planning for standards-based ELD instruction; in kindergarten, provide a paraeducator to support instruction

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10403	Title III 2000-2999: Classified Personnel Salaries Paraeducator salary, benefits, and health and welfare
1000	Title III 2000-2999: Classified Personnel Salaries Paraeducator overtime
1000	Title III 2000-2999: Classified Personnel Salaries Subs for paraeducators
1000	Title III 2000-2999: Classified Personnel Salaries Additional hours for paraeducators

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Teachers will provide extended learning opportunities for LTELs in grades 6-8.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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10147

Title III
1000-1999: Certificated Personnel Salaries
Teacher hourly salary for tutoring

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (assemblies and field trips). In the case that in-person field trips are not an option this year, teachers will explore virtual field trips to support student learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF
5800: Professional/Consulting Services And Operating Expenditures
Entrance fees for field trips

4000

LCFF
5000-5999: Services And Other Operating Expenditures
Transportation costs for field trips

1000

Title I
5800: Professional/Consulting Services And Operating Expenditures
Entrance fees for field trips

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide professional development for teachers at conferences

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

10020

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
Conference/training registration and fees

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

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

All students in biliteracy program

Strategy/Activity

Conduct DLI meetings at least once/month to support teachers in the biliteracy program. Collaboration meetings will focus on implementation questions, planning for upcoming units, and identification of resources needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

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

All Students in Grades 6-8

Strategy/Activity

Instructional Specialists at the district level will support math and science instruction in grades 6-8. They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Instructional Specialist

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

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

All students and Homeless, Foster and Migrant Students

Strategy/Activity

Administrators, counselor, and/or ORC will conduct home visits for students who are not coming to classes and/or need additional support in engaging with classes or with basic needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
School Counselor

District Funded
2000-2999: Classified Personnel Salaries
ORC

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Counselor will support the social emotional needs of students by engaging and interacting with students during recess and lunch breaks.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Cost of counselor

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

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

Students in Grades 6-8

Strategy/Activity

Administrators will conference (via phone or Zoom) with parents and students who are receiving a D or F in one or more classes to discuss possible issues leading to low grades and provide support as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 28

Students to be Served by this Strategy/Activity

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

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

Students in Grades 6 - 8

Strategy/Activity

Administrators, counselor, and/or ORC will conduct Zoom meetings to share information with parents/families regarding grades, grade point average, and credits. Discussion will include the negative effects poor attendance and lack of participation and work submission have on grades and credits.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

	Cost of counselor
	District Funded 2000-2999: Classified Personnel Salaries Cost of ORC

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Due to the pandemic, we do not have CAASPP data to review. However, after reviewing the STAR 360 results from 2020, we found students in all grades have declined in ELA and math scores. We believe that, in a distance learning environment, the strategies and actions associated with this goal could not be fully implemented. We look forward to more fully implementing the goal this year as we return to an in-person environment.

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

This year, as our students return from over a year of distance learning, our focus is strongly on high quality first instruction, as opposed to relying primarily on a pull out intervention program. While there is a place for a pull out program to support those students needing tier two intervention, we recognize two realities. First, students are in their class, receiving their primary instruction, for the vast majority of the day. Additionally, in looking at our STAR 360 data, it is clear that a significant majority of our students will benefit from some level of intervention. Thus, we can deliver the most impactful program for students when our primary instruction is rigorous, differentiated, and data-driven.

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

We continue to use CAASPP and STAR 360 data as our metrics for determining the degree to which this goal has been met. We believe these assessments show a clear picture of standards mastery, and are aligned with the common core standards that drive the curriculum in our classes.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension rates Office Referrals Attendance rate Panorama Data	<ul style="list-style-type: none"> • 73 Office referrals for potentially suspendable offenses (through March 13, 2020) • 20 Student Suspensions in 2019-2020 (through March 13, 2020) • Chronic absenteeism rate of 6.7% <p>Note that from March 2020-April 2021 all students were engaged in distance learning, making referral and suspension data not relevant. 2018-2019 data for attendance are used because the CDE has determined that 19-20 and 20-21 data are not valid due to the pandemic.</p>	<ul style="list-style-type: none"> A. Decrease the office referrals by 10% B. Decrease the suspension rate by 10% C. Decrease the chronic absenteeism rate by 2% D. Build and strengthen relations with Kamala families through parent nights and community-building events.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Implement an attendance program to encourage students to come to school every day and on time.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Cost of ORC & Counselor (see goal #1, action #12)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Continue implementation of the positive behavior support model school wide. PBIS committee will identify areas of need and opportunities to improve PBIS model.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Cost of ORC & Counselor (see goal #1, action #12)

1000

LCFF
4000-4999: Books And Supplies
Materials to support PBIS

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Purchase materials to provide individualized support and incentives for school wide positive behavior support plan and for individual students who have academic and/or behavior plans.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See goal 1, action #12

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Hire campus assistants to help monitor the playground and cafeteria during recess and lunch time and monitor the school campus before school and at dismissal. The campus assistants are an integral part of the positive behavior system and safe environment for students. When there is an extra need for support, campus assistants will be asked to work additional hours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10000

LCFF
2000-2999: Classified Personnel Salaries
Extra Hours for Campus Assistants

1000

Title I
2000-2999: Classified Personnel Salaries
Extra Help/Subs for campus assistants

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide structured activities during recess and lunch to support students in making positive choices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Cost of recess and PE equipment
	Cost of campus assistants (see action #4)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

The After School Program will be offered to students in grades 1-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on activities.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

School administrator will meet monthly with After School Program administrator to evaluate the program and work on correlating the after school program to the regular school day programs and services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty input box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Conduct fire, earthquake, and lockdown drills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty input box for Amount(s)]

Source(s)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Safety committee will review and update the Comprehensive Safe School Plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Purchase materials to support instruction during physical education and recess to ensure a safe learning environment for the students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Cost of campus assistants (see action #4)
4662	LCFF 4000-4999: Books And Supplies Cost of equipment

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Administration and PBIS committee will continue to work on establishing common structures and expectations for grades K-8.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional costs

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

The school counselor will work with students to make positive choices in adverse situations, including creating small groups and working with students during recess and lunch.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Cost of counselor (see goal #1, action #12)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

A teacher liaison will be designated for the After School program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing mentoring and professional development for the after school staff on PBIS.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional costs

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

As students come back from over a year of distance learning, our focus is on reestablishing norms and expectations for an in-person environment, while at the same time understanding the social emotional needs of our students in light of the pandemic.

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

There are not any major differences between the intended implementation and expenditures. We purchased materials in years past for the unstructured (recess) times and were working with the PBIS team and campus assistants to develop our vision of safer recesses when the pandemic hit. Many of these plans could not be fully implemented during distance learning.

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

With the unreliability of recent suspension and attendance data due to the pandemic, it is difficult to determine the degree to which we have been meeting this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Panorama Data	In the Spring 2021 administration of the Panorama survey, only 43 parents (about 5% of the parents in the school) took the survey, making the results less helpful than they would be if a larger percentage completed it. In the survey: 69% of parents indicated a favorable response to questions about family support 67% of parents indicated a favorable response to questions about family efficacy 59% of parents indicated a favorable response to questions about school-family communication	<ul style="list-style-type: none"> Increase the number of parents completing the Panorama Survey to at least 33% of families in the school. Increase the percentage of favorable responses by at least 5 percentage points in each category listed in the baseline

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide parent workshops through outside agencies including:

- Logrando Bienestar (VCBH)
- Triple P classes (New Dawn)
- Mom & Daughter Meetings
- Interface "My Body and Me" Classes

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2271

LCFF
2000-2999: Classified Personnel Salaries
Child Care - Contingent upon being able to hold
in person meetings, including benefits

1000

Title I
1000-1999: Certificated Personnel Salaries
Counselor extra hours

6000

LCFF
2000-2999: Classified Personnel Salaries
Custodial Extra Help/Subs, including benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All Students; English learners

Strategy/Activity

Conduct parent involvement meetings such as:

- Title I meetings
- ELAC
- Coffee with Us/Cafe con Nosotros
- Reclassification Celebration

- Middle School to High School Transition meetings
- A-G Information Meetings
- Parent Nights

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title III 5900: Communications Promote events through flyers, telephone messages, and the Kamala website
7000	LCFF 2000-2999: Classified Personnel Salaries Clerical extra help and substitutes, including benefits
2000	LCFF 5700-5799: Transfers Of Direct Costs Graphics - Printing of flyers

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Update the Kamala webpage on a regular basis to inform parents/community of school activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional costs

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Provide translation and home communication for non-English speaking homes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF
2000-2999: Classified Personnel Salaries
Translation/interpretation services and office
extra help

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Revise and implement the Parent Involvement Policy and School Compact with input from stakeholders - SSC, ELAC, PTA, and Title I parent meetings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional costs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Provide professional development and workshops (ex. CABE) for teachers and parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5770

Source(s)

Title III
5000-5999: Services And Other Operating Expenditures
Conference/training registration and fees

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

After School Program Parent Nights will be offered to provide parents with nutrition education, hands-on tips, games and strategies parents can employ to assist students with healthy habits and school work.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES
No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide outreach services to parents and connections to community agencies providing families with support for attendance, family wellness, and behavior services.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ORC and Counselor (see goal #1, action #12)

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Offer family math and literacy nights to provide parents information on student learning in the classroom and how learning can be supported at home and art/technology nights to highlight work with our strand focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Teacher rate for extra hours

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Conduct parent conferences to discuss student progress, achievements, and concerns.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional costs

Annual Review

SPSA Year Reviewed: 2020-21

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

ANALYSIS

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

Kamala has been able to provide each of the parenting classes listed with an overall benefit for parents. Strategies to work with their students are learned and implemented. With the pandemic continuing, we are were able to conduct SSC, ELAC and PTA meetings via Zoom. Some parents have reported this makes it easier to attend, given work schedules.

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

There are not major changes with the expenditures or overall implementation listed. We continue to offer coffee with us/ Café con nosotros on topics important to families. Teachers are also adding parent nights to support parents in the areas of math and literacy.

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

The Oxnard School District has shifted from using the California Healthy Kids survey to exclusively using Panorama. While the assessment may have changed, the overall areas being assessed have not changed materially.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$153,642.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$365,099.00

Other Federal, State, and Local Funds

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

Federal Programs	Amount (\$)
Title I	\$103,162.00
Title III	\$50,480.00

Subtotal of additional federal funds included for this school: \$153,642.00

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

State or Local Programs	Amount (\$)
LCFF	\$188,723.00
LCFF - Intervention	\$22,734.00

Subtotal of state or local funds included for this school: \$211,457.00

Total of federal, state, and/or local funds for this school: \$365,099.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	103,162.00	0.00
Title III	50,480.00	0.00
LCFF	188,723.00	0.00
LCFF - Intervention	22,734.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	188,723.00
LCFF - Intervention	22,734.00
Title I	103,162.00
Title III	50,480.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	35,000.00
2000-2999: Classified Personnel Salaries	LCFF	30,271.00
3000-3999: Employee Benefits	LCFF	7,301.00
4000-4999: Books And Supplies	LCFF	93,331.00
5000-5999: Services And Other Operating Expenditures	LCFF	14,020.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	5,800.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	10,972.00
4000-4999: Books And Supplies	LCFF - Intervention	5,399.00

5800: Professional/Consulting Services And Operating Expenditures	LCFF - Intervention	6,363.00
1000-1999: Certificated Personnel Salaries	Title I	6,230.00
2000-2999: Classified Personnel Salaries	Title I	19,641.00
3000-3999: Employee Benefits	Title I	7,791.00
4000-4999: Books And Supplies	Title I	56,160.00
5000-5999: Services And Other Operating Expenditures	Title I	11,840.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	1,500.00
1000-1999: Certificated Personnel Salaries	Title III	15,147.00
2000-2999: Classified Personnel Salaries	Title III	13,403.00
3000-3999: Employee Benefits	Title III	3,160.00
4000-4999: Books And Supplies	Title III	10,000.00
5000-5999: Services And Other Operating Expenditures	Title III	5,770.00
5900: Communications	Title III	3,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	310,396.00
Goal 2	17,662.00
Goal 3	37,041.00

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Matthew Rubin	Principal
Danielle Wickenden	Classroom Teacher
Suzanne Grajeda	Classroom Teacher
Rhiannon Kingston	Classroom Teacher
Saul Villarreal	Other School Staff
Irene Ortega	Parent or Community Member
Olivia Mendoza	Parent or Community Member
Alberto Garcia	Parent or Community Member
Leonardo Juarez	Parent or Community Member
Rolando Medina	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



School Site Council



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 21, 2021.

Attested:



Principal, Matthew Rubin on October 26, 2021



SSC Chairperson, Irene Ortega on 10/26/2021

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019