

School Year: **2021-22**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Christa McAuliffe Elementary School	56725380100362	October 20, 2021	November 17, 2021

## Purpose and Description

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

Schoolwide Program

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

At Christa McAuliffe Elementary School, our theme this year is two-fold; "Return to Normalcy" and "It's Always a Great Day to be a Challenger!" This school year, we have created a vision that parallels the Oxnard School District Student Profile with the purpose for students to become innovators, problem solvers, achievers, global thinkers, collaborators, digital learners, and focused on the future. At McAuliffe we are committed to Accelerate Learning for students academically, support social-emotional learning for all students, and engage families to foster a partnership in their child's education. This academic year, we have enthusiastically been awaiting the return of students to full-time in-person instruction since March 2020. This comes with some challenges, but we have committed to overcoming and providing the best education for each student. The staff attended 3 days of district-wide professional development district to prepare for the upcoming challenges of the year that included addressing Literacy, Culturally Responsive Teaching, Math, as well as Special Education topics such as Facilitated IEP's, Inclusion and SEL/Behavior Support. The staff and faculty collaborated and put actions in place to address the academic and social emotional needs of students. McAuliffe's outlined plan for the 2021-22 school year is comprehensive and includes all

student groups. Our vision, mission, and goals are set with intentionality as it ensures students' current and anticipated needs are met. The overall plan focuses on academics, socio-emotional support, and parent engagement.

Our School Plan for Student Achievement, SPSA, outlines our plan in three goals. First, is instruction, assessment and monitoring of students in the core of academics - Math and English Language Arts. The staff has committed teaching grade level standards through an Accelerated Learning model while inserting Remediation strategies when interventions are needed. In addition, we are committed to serving students through the Multi-Tiered Structures of Support pyramid with particular focus on Tier 1 -RtI Academics and Positive Behavior Interventions and Supports, PBIS, and Social-Emotional Learning. We believe that with high quality first-instruction, which includes; standards based lesson design, classroom interventions, resources, and use of evidence-based practices, 85% of students will reach mastery of the standards. Part of the process to target instruction is the Cycle of Inquiry which entails Analyzing Evidence, Determining a Focus, Implementing and Supporting, and Analyzing Impact. With these staff commitments, the expected outcome, our Vision, is "to empower all children to achieve excellence by unlocking their full potential, incorporating STEAM practices while fostering a student-centered culture, cultivating responsible citizens, and ensuring students are equipped to meet the challenges in the world around them." Second, Social-Emotional Learning (SEL) has always been important, but in this current environment, our site has a heightened awareness to account for the well-being of students and make efforts to provide resources. Supports for SEL include; our PBIS Committee is dedicated to the STOIC model through our STAR (Strive to be present every day, Treat others with kindness, Act responsibly, Respect others) expectations in common areas and in the classroom, providing consistent support from our counselor and Outreach Coordinator through class presentations, assemblies, parent nights, and small groups, and staff daily Community Circles every morning. Finally, we are looking for new ways to support families as the community attempts to navigate this "return to normalcy." We are fostering the partnership by offering several opportunities for stakeholder input and engagement, increase communication lines, and providing resources and support to families. In this year's plan, our goals remain the same, but how we provide support looks different.

### Goal One - ACADEMICS

1. This academic school year, our students, across all grades, will focus on exceeding, achieving, or moving closer to the mastering grade-level standards. Teachers are committed to increasing the rigor of instruction and student learning across the English Language Arts and Mathematics content areas. These areas will be assessed by using STAR 360 Assessments, Interim Assessment Blocks (IABs) and teacher-generated assessments (Kindergarten). Teachers have outlined their expectations of incorporating evidence based classroom strategies with particular focus on collaborative conversations amongst students.

2. Our site has six Special Day Classes serving students with special needs. Four of those classes are dedicated to students who have moderate to severe disabilities. Two of our Special Day Classes support students who have mild/moderate disabilities and have eligibility for Emotional Disturbance.

3. As outlined in McAuliffe's vision, the expectation is for students, in every subgroup and in every grade level, "to empower all children to achieve excellence by unlocking their full potential, incorporate STEAM practices while fostering a student-centered culture..." This goal will be reached through Teacher Efficacy. Teacher Efficacy is a by-product of the continued Professional Learning Community work, which began four years ago, and provides an arena for teachers to collaborate with grade-level peers to plan, analyze data, set goals, and share strategies to support below benchmark, at-benchmark, and exceeding benchmark students.

Students not making significant progress are identified through data analysis and student monitoring conferences by the teacher and administration. Students identified as not meeting benchmark receive Tier I instruction and interventions within the classroom. Any student needing Tier II or Tier III level Interventions are supported through a small group setting, team-teaching amongst the grade-level, and/or our Intervention Service Provider(s) (ISPs) and Literacy Intervention Teacher (LIT). Students at Tier II may be referred to Coordination of Services Team (CST) and/or the Student Success Team (SST). The Multi-Tiered System of Supports (MTSS), which includes CST and SST, is a multifaceted support system. Students identified through this process are provided interventions, tools, or strategies (with social/emotional support) with support from our Outreach Coordinator, School Counselor, and Psychologist.

4. The aforementioned Vision statement addresses our Science, Technology, Engineering, Arts, and Mathematics (STEAM) practices embedded in instruction. McAuliffe has a rich history of incorporating the arts into instruction through visual arts, plays, poetry reading and writing.

#### Goal Two - SOCIO-EMOTIONAL

5. A concerted effort has been made by staff to create and maintain a student-centered culture that cultivates responsible citizens and ensures students are equipped to meet the challenges in the world around them. Our school guidelines follow the acronym S.T.A.R. These represent: Strive to be present every day - Treat others with kindness - Act responsibly - Respect others and their belongings. These guidelines provide expectations to students for their behavior, in and out of class. Student behavior is incentivized by receiving STARbucks that will be placed in a raffle to be cashed in weekly. The expectations are shared in morning announcements, assemblies, in the classroom through school signage, and parents receive them through social media, including our website. To promote positivity and acceptance throughout the school, we created the motto of "It's Always a Great Day to be a Challenger" to demonstrate that all students and staff are accepted and welcomed at our school. This, coupled with our daily Community Circles, builds relationships and connections with others on the campus.

The PBIS Team also reviews data and provides support to staff and teachers who request suggestions on how to support students with behavior. McAuliffe earned a Bronze PBIS award for it's efforts in creating positive behavior supports in the classroom and we will strive for the silver award further creating supports in common areas such as the cafeteria, playground, recess area, hallway, and library.

Our site feels an obligation to be culturally responsive and honor diversity. Our site Library/Media Tech has a special focus this year on diversity and acceptance. Each week, when a class visits the library she will read a book related to this focus.

#### Goal Three - PARENT - ENGAGEMENT

6. A key part of the academic, social, and emotional support is parent participation. The strongest component of parent involvement is the site Parent Teacher Association (PTA). The partnership with the PTA provides an avenue for parents to participate through volunteering, fundraising, and creating a climate of inclusivity. Our English Learner Committee and School Site Council are also avenues for parents to partner with the school. The role of the parent is vital to the mission and vision we have for students in meeting the goals outlined in the document.

7. Parents are invited to participate in any of our councils, meetings, associations or chats about supports the school offers to their children.

8. Communication on how to support the family/school partnership will be shared through newsletters, emails, social media posts, and videos by our site administrator and other McAuliffe staff.

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# Comprehensive Needs Assessment Components

## Data Analysis

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

## Classroom Observations

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

Each grade level has outlined a Priority Standard, for both English Language Arts and Math, to focus on per month. With each Priority Standard, each grade level has committed to a classroom strategy that will support mastery of the priority standard. Each classroom strategy was connected to an OSD "Look For." All observations and visitations by administration were connected with this framework in mind.

Feedback was offered from the Principal as to how best to support instruction based on the "Look For", classroom strategy, and Priority Standard committed to by grade level. Walkthroughs will include feedback to teachers on these practices in the classroom. A key part of classroom observation will be connecting classroom strategies to data.

In addition, administration will be trained this year on instruction rounds. Instructional rounds is a systematic approach for a group of educators to observe a classroom, observation debrief, collaboration, and creating a unified approach to improve student learning.

## Analysis of Current Instructional Program

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

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

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

## Standards, Assessment, and Accountability

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

McAuliffe has been and will continue to use site-based, district and state assessments to inform and improve instruction, student learning and social emotional well-being. These assessments include: Star, IABs, writing and Panorama surveys. Weekly meetings are held with staff to discuss and analyze results to inform planning for instruction and development of needed supports.

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

Data is reviewed weekly during PLC meetings. The Cycle of Inquiry is the foundation that guides the discussions in Professional Learning Communities. Each teacher has committed to the Cycle of Inquiry which consists of; analyze the evidence, determine a focus, implement and support, and analyze impact. Focused PLC meetings take place 2-3 times a month and each meeting targets 1 aspect within the Cycle of Inquiry. It is a process that the staff has committed to repeating in 6-8 week cycles.

In addition, each teacher will meet with administration to analyze data for each student in their classroom. The goal of the student progress monitoring is to ensure all student needs are met. Topics of progress monitoring meetings consist of differentiating instruction, providing in-class interventions, lesson design, and "Child Find."

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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



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

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

All grade levels: Literacy strategies and Culturally Responsive Teaching

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

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

Special Education: Curriculum, NCI Training, SEL behavior support

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

McAuliffe teachers are in the fourth year of Professional Learning Community (PLC) training. The focus this year is teaching to grade level Priority Standards for English Language Arts, Mathematics and Writing. The purpose of the PLC time is to improve student achievement through data analysis, teacher collaboration, setting goals, creating actions, and reassessing assessment data. Our team and staff believe our actions through a deep dive into the Cycle of Inquiry and a focus on Tier 1 First Instruction will raise student achievement. Additional foci of PLC time include Social-Emotional Learning (MTSS Pyramid- Tier 1- PBIS/SEL) and Interventions (MTSS Pyramid- Tier 2 RtI Academic). Time is offered on the 2nd, 3rd and 4th Tuesday of the month for PLC's to meet.

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

## **Opportunity and Equal Educational Access**

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

Students identified by a teacher in the data analysis part of the Cycle of Inquiry are supported in class through interventions such as small group instruction, differentiating instruction, and targeted skill-based remediation techniques. The groups are flexible and based upon a student's needs. Any student needing supports beyond Tier I classroom intervention is supported within the Multi-tiered System of Supports process that includes daily intervention and analysis of progress and within a six to eight-week cycle. Students are referred to the Coordination of Services Team if they do not make significant progress. This Team reviews and discusses the progress of students and determines if a student is to move forward in the process that can lead to assessment for one or more of the 13 handicapping conditions outlined in the Special Education guidelines. At any time, a parent or other person can request an assessment for Special Education.

Evidence-based educational practices to raise student achievement

The McAuliffe staff is committed to teaching grade level standards through Accelerated Learning, not remediation. The focus of the Accelerated learning is using the Priority Standards as a foundation to use evidence-based classroom strategies to raise student achievement. McAuliffe has committed to Tier 1 instruction for ALL students where 85% of students will reach the lesson objective and grade level benchmark through detail-oriented lesson design and evidence-based strategies.

An important factor in raising student achievement is teacher collaboration through focused Professional Learning Communities. The PLC's have committed to analyzing data through the Cycle of Inquiry to target and meet all student needs.

## Parental Engagement

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

Currently, virtual parental engagement is made available to parents of under-achieving students through the activities and funding outlined in the School Plan for Student Achievement. This includes a Transitional Kindergarten and Kindergarten Orientation where academic and behavior expectations are outlined. Throughout the year, parents are invited to attend Back to School Night and Family nights that emphasize STEAM, Middle School Transition, and college introduction. Parents are asked to attend formal Teacher/Parent Conferences to discuss their child's progress. However, parents are encouraged to inquire about their child's progress by having informal meetings with teachers, requesting IEPs, or requesting to meet with any support staff such as the School Psychologist, Site Counselor, Outreach Coordinator and/or Administrator. We hope to provide the resources described above to under-achieving students in-person when available.

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

Students, Faculty, Staff, Parents and Community members are Stakeholders whom we value. These Stakeholders are all encouraged and invited to share their input regarding student success, goals, strategies, and ideas of how to best serve the families and students represented at McAuliffe Elementary. Each member is key in outlining and providing input in the goals and activities outlined in this plan. The input for this year's School Plan for Student Achievement (SPSA) began in the spring of 2021 as faculty, staff and parents evaluated the prior year's SPSA. Members of the site Leadership Team, School Site Council and English Language Advisory Committee analyzed the goals, strategies, and funding for this school year.

## Funding

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

The determination of which funded services are offered to students and parents is determined by the analysis of data provided by site-based, district benchmark, state assessments and surveys. Categorical funding from Title I, and Title III supports interventions for below benchmark students. Title I funding will subsidize the collaboration time offered in the Professional Learning Communities and will allow purchase of supplies to support student achievement.

Fiscal support (EPC)

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

# Stakeholder Involvement

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

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

A regular part of the creation of the School Plan for Student Achievement (SPSA) is a spring (prior year) evaluation of the goals, strategies, and funding by the Site Leadership team. The results are reported back to the staff by their team representative. Parent groups such as School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent-Teacher Association (PTA) are included in the development process and they provide input into the plan.

## Resource Inequities

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

The substitute shortage has impacted our instructional program as our teachers have not been able to attend several Professional Development opportunities during the school day. The para educator shortage has impacted our instructional program as well in TK, Kindergarten and all Special Education classes.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.14%	0%	0%	1	0	0
African American	2.29%	2.37%	1.7%	16	15	10
Asian	1.58%	1.74%	1.0%	11	11	6
Filipino	2.87%	2.69%	3.2%	20	17	19
Hispanic/Latino	79.37%	79.3%	80.1%	554	502	475
Pacific Islander	0.14%	0.32%	0.3%	1	2	2
White	11.03%	10.9%	9.8%	77	69	58
Multiple/No Response	2.58%	2.69%	3.9%	18	17	23
<b>Total Enrollment</b>				698	633	593

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	133	123	104
Grade 1	93	96	100
Grade 2	96	100	96
Grade3	116	90	94
Grade 4	127	111	86
Grade 5	133	113	113
<b>Total Enrollment</b>	698	633	593

### Conclusions based on this data:

Based on the Student Enrollment data provided, the ethnic makeup of students at McAuliffe is 80.1% Hispanic; 9.8% White with the remaining percentage a mixture of ethnicity. The percentage of these groups has remained fairly consistent from year to year. Approximately 40% of students enrolled at McAuliffe are Intra/Inter district transfers or overflowed from their home school. The enrollment for the 2021-22 decreased by 55 students. McAuliffe will continue to monitor the Enrollment data to identify any specific supports needed by subgroup or grade.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	196	149	134	28.1%	23.5%	22.6%
Fluent English Proficient (FEP)	40	48	48	5.7%	7.6%	8.1%
Reclassified Fluent English Proficient (RFEP)	26	47	30	12.8%	24.0%	20.1%

### Conclusions based on this data:

Through our Reclassification process, our English Learners are classified as follows: 8.1% Fluent English Proficient; 22.6% are English Learners and 20.1% are Reclassified (RFEP). The data represented shows an increase of students who are identified as Fluent English Proficient from the 18-19 school year to 20-21 school year, yet a decrease of 17 students who were RFEP'd from 19-20 school year to 20-21, which is 3.9% less.

Our goal is to increase the percent of RFEP'd students by 10% to 30.1% for the 21-22 school year. The teachers have committed to offering Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day. In addition, we plan on implementing a 5 week intensive after school test prep program to prepare EL students for the ELPAC test in mid-March. Our goal is to have 3 teachers teach the after school test prep in classes of 20 students or less.

# School and Student Performance Data

## Star Early Literacy

Christa McAuliffe Elementary School										
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Early Literacy Average
		Level 1		Level 2		Level 3		Level 4		
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Scale Score
<b>Grade K</b>	59	2	3%	5	8%	5	8%	47	80%	747
<b>Grade 1</b>	68	14	21%	19	28%	9	13%	26	38%	710
<b>Grade 2</b>	20	15	75%	3	15%	1	5%	1	5%	693

### Conclusions based on this data:

For the STAR Early Literacy, 88% of Kinder students scored at Levels 3 and 4, while 51% of 1st graders scored at Levels 3 and 4, and 10% of 2nd graders scored at Levels 3 and 4. These numbers can be a bit deceiving because when students reach the early reading stages they forego the STAR Early Literacy Assessment and begin taking the STAR Reading Assessment. This transition typically takes place half-way through grade 1. Nevertheless, the STAR Early Literacy data indicates that there are a significant amount of students at the Urgent Intervention and Intervention level.

McAuliffe teachers and staff have established our goals and vision with this data at the forefront. Kinder, 1st, and 2nd grade teachers have committed to using the results as a baseline to collect data initializing the Cycle of Inquiry. Research has proven the Cycle of Inquiry functions optimally when conducted in 6-8 week cycles. McAuliffe staff has committed to adding 2 extra STAR test windows above the 4 required by OSD thus truly committing to the 6-8 week cycle. At the conclusion of each cycle, PLC's have committed to analyzing the evidence, determining a focus, implementing and supporting, and reassessing. This process will take place 5 times throughout the academic school year.

These PLC conversations will lead to standards based instruction, best first instruction practices, lesson design to meet needs of all students, and differentiating instruction.

# School and Student Performance Data

## Star Reading

Christa McAuliffe Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark		Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
<b>Grade 2</b>	89	26	29%	12	13%	10	11%	41	46%	2.7	279
<b>Grade 3</b>	88	18	20%	11	13%	8	9%	51	58%	3	394
<b>Grade 4</b>	82	16	20%	15	18%	13	16%	38	46%	2.9	480
<b>Grade 5</b>	109	26	24%	21	19%	24	22%	38	35%	2.7	536

### Conclusions based on this data:

Due to school closures in March of 2020, our third through fifth grade students were not given an opportunity to take the CAASPP assessment in May of 2020 and May of 2021 which has driven us to look at local assessments more closely for the information needed to drive instruction. In the Spring of 2021, we used Star data to gauge overall student progress. We had an overall rate of 46% at/above benchmark. Currently, our Fall 2021-22 data reveal that our students regressed significantly with an overall proficiency rate of 32%.

McAuliffe teachers and staff have established our goals and vision with this data at the forefront. Second, Third, Fourth, and Fifth grade teachers have committed to using the data as a baseline to initialize the Cycle of Inquiry. Research has proven the Cycle of Inquiry functions optimally when conducted in 6-8 week cycles. McAuliffe staff has committed to adding 2 extra STAR test windows above the 4 required by OSD thus truly committing to the 6-8 week cycle. At the conclusion of each cycle, PLC's have committed to analyzing the evidence, determining a focus, implementing and supporting, and analyzing impact. This cycle will take place 5 times throughout the academic school year.

These PLC conversations will lead to standards based instruction, best first instruction practices, lesson design to meet needs of all students, and differentiating instruction.



# School and Student Performance Data

## Star Math

Christa McAuliffe Elementary School											
		Urgent Intervention		Intervention		On Watch		At/Above Benchmark			
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
<b>Grade 1</b>	91	4	4%	13	14%	13	14%	61	67%	3.4	409
<b>Grade 2</b>	96	27	28%	16	17%	15	16%	38	40%	2.7	461
<b>Grade 3</b>	90	20	22%	16	18%	14	16%	40	44%	2.8	535
<b>Grade 4</b>	84	22	26%	19	23%	16	19%	27	32%	2.6	588
<b>Grade 5</b>	111	27	24%	27	24%	14	12%	44	40%	2.7	641

### Conclusions based on this data:

Due to school closures in March of 2020, our third through fifth grade students were not given an opportunity to take the CAASPP assessment in May of 2020 and May of 2021 which has driven us to look at local assessments more closely for the information needed to drive instruction. In the Spring of 2021, we used Star data to gauge overall student progress. We had an overall rate of 44.6% of students at/above benchmark. Currently, our Fall 2021-22 data reveals that our students regressed in STAR 360 Math data with an overall rate of 23% at/above benchmark.

McAuliffe teachers and staff have established our goals and vision with this data at the forefront. Second, Third, Fourth, and Fifth grade teachers have committed to using the data as a baseline to initialize the Cycle of Inquiry. Research has proven the Cycle of Inquiry functions optimally when conducted in 6-8 week cycles. McAuliffe staff has committed to adding 2 extra STAR test windows above the 4 required by OSD thus truly committing to the 6-8 week cycle. At the conclusion of each cycle, PLC's have committed to analyzing the evidence, determining a focus, implementing and supporting, and analyzing impact. This cycle will take place 5 times throughout the academic school year.

These PLC conversations will lead to standards based instruction, best first instruction practices, lesson design to meet needs of all students, and differentiating instruction.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Language Arts and Mathematics

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

In the event that the 2021-22 CAASPP ELA and CAASPP Mathematics Assessments are taken the following data will serve as the Metrics/Indicators, Baseline/Actual Outcomes and Expected Outcomes.

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	<p>3rd Grade - 31% of students Met or Exceeded on the CAASPP</p> <p>4th Grade - 41% of students Met or Exceeded on the CAASPP</p> <p>5th Grade - 46% of students Met or Exceeded on the CAASPP</p>	<p>3rd-5th: The percentage of students scoring at the Met or Exceeded will increase by 5%. Those who scored at Met or Exceeded will maintain their status on the CAASPP.</p> <p>Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 5%.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.</p>
CAASPP Math	<p>3rd Grade - 33% of students Met or Exceeded on the CAASPP</p>	<p>3rd - 5th: The percentage of students scoring at the Met or Exceeded will increase by 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4th Grade - 29% of students Met or Exceeded on the CAASPP</p> <p>5th Grade - 18% of students Met or Exceeded on the CAASPP</p>	<p>Those who scored at Met or Exceeded will maintain their status on the CAASPP.</p> <p>Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 5%.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.</p>
<p>STAR Reading and Early Literacy</p> <p>Kindergarten - 1st: Percentage of students achieving CAASPP benchmark on STAR Early Literacy Assessment</p> <p>2nd - 5th: Percentage of students achieving CAASPP benchmark on STAR Reading</p>	<p>As measured by the Star Early Literacy Fall 21-22 administration:</p> <p>Kindergarten - 32% of students At or Above Benchmark level</p> <p>1st Grade - 36% of students At or Above Benchmark level</p> <p>As measured by the Star 360 Reading Fall 21-22 administration:</p> <p>2nd Grade - 27% of students At or Above Benchmark level</p> <p>3rd Grade - 34% of students At or Above Benchmark level</p> <p>4th Grade - 60% of students At or Above Benchmark level</p> <p>5th Grade - 39% of students At or Above Benchmark level</p>	<p>As measured by the Star Early Literacy:</p> <p>Kindergarten - the percentage of students scoring At or Above Benchmark will increase to 37% by January 30th and to 42% by June.</p> <p>1st Grade - the percentage of students scoring At or Above Benchmark will increase to 50% by January 30th and to 60% by June.</p> <p>As measured by the Star Reading:</p> <p>2nd grade - the percentage of students scoring At or Above Benchmark will increase to 40% by January 30th and to 51% by June.</p> <p>3rd grade - the percentage of students scoring At or Above Benchmark will increase to 39% by January 30th and to 44% by June.</p> <p>4th grade - the percentage of students scoring At or Above Benchmark will increase to 65% by January 30th and to 70% by June.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>5th grade - the percentage of students scoring At or Above Benchmark will increase to 44% by January 30th and to 49% by June.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on STAR 360 by the End of Year administration.</p>
<p>STAR 360 Math and Kinder Math Assessment</p> <p>Kindergarten: Site Assessment for Math</p> <p>1st - 5th: Percentage of students achieving CAASPP benchmark on STAR 360 Math</p>	<p>Kindergarten - As measured by a teacher-generated assessments for Fall 21-22, 4% of students can count to 100, read, write and represent numbers to 20, add and subtract fluently to 5, and use math manipulatives/pictures to add and subtract to 10.</p> <p>As measured by the STAR 360 Math Fall 21-22 administration:</p> <p>1st Grade - 31% of students At or Above Benchmark level</p> <p>2nd Grade - 26% of students At or Above Benchmark level</p> <p>3rd Grade - 26% of students At or Above Benchmark level</p> <p>4th Grade - 33% of students At or Above Benchmark level</p> <p>5th Grade - 10% of students At or Above Benchmark level</p>	<p>Kindergarten - As measured by a teacher-generated assessments for Spring 21-22, 75% of students will be able to count to 100, read, write and represent numbers to 20, add and subtract fluently to 5, and use math manipulatives/pictures to add and subtract to 10.</p> <p>As measured by the STAR 360:</p> <p>1st Grade - the percentage of students scoring At or Above Benchmark will increase to 40% by January 30th and to 50% by June.</p> <p>2nd grade - the percentage of students scoring At or Above Benchmark will increase to 40% by January 30th and to 51% by June.</p> <p>3rd grade - the percentage of students scoring At or Above Benchmark will increase to 31% by January 30th and to 36% by June.</p> <p>4th grade - the percentage of students scoring At or Above Benchmark will increase to</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>38% by January 30th and to 43% by June.</p> <p>5th grade - the percentage of students scoring At or Above Benchmark will increase to 15% by January 30th and to 25% by June.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on STAR 360 by the End of Year administration.</p>
English Learners Reclassification Rate	In 2020-21, 30 students were Reclassified Fluent English Proficient following the district's reclassification procedures.	Increase the amount of students who are Reclassified Fluent English Proficient based on district reclassification procedures by 10% - to approximately 39 students.

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

### Strategy/Activity 1

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

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

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

All students

#### Strategy/Activity

Implementation of District adopted ELA/ELD and math curriculum as aligned with CCSS. Ensure the appropriate time for instruction at each grade level through monitoring daily classroom schedules and observations.

Materials and supplies will be purchased to support and supplement the core instructional program.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

	District Adopted Materials
17945	LCFF 4000-4999: Books And Supplies Warehouse Charges
175	LCFF 5000-5999: Services And Other Operating Expenditures Spelling Bee Registration
32500	LCFF 4000-4999: Books And Supplies Materials
720	Title I 4000-4999: Books And Supplies Materials
5000	LCFF 5000-5999: Services And Other Operating Expenditures Graphics and Publications

## Strategy/Activity 2

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

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

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

All students

### Strategy/Activity

Intervention Support Provider(s) to provide small group math support for students in grades 3-5.

In addition, the district has hired Literacy Intervention Teachers (LIT) for each school site to provide extra support in ELA. The LIT teacher will be using Leveled Literacy Intervention (LLI) to provide extra support to students identified through our Multi-Tiered Support System. The initial emphasis will be to provide small group instruction to second grade students.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

	District Funded 1000-1999: Certificated Personnel Salaries Certificated salaries- LIT Teacher
31247	Title I 1000-1999: Certificated Personnel Salaries

	ISP Salary
2000	LCFF - Intervention 4000-4999: Books And Supplies Materials

### Strategy/Activity 3

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

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

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

All students

#### Strategy/Activity

Teachers will have use of the laminator, Duplo and Canon copy machines in order to make the necessary copies of instructional materials.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF 5000-5999: Services And Other Operating Expenditures Copies and Lamination
	District Funded  Copier Contract

### Strategy/Activity 4

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

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

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

All students

#### Strategy/Activity

Use Star Program as an assessment/monitoring tool to identify students for intervention placement and leveled-instruction. The assessment will be administered every six-eight weeks.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

**Strategy/Activity 5****Students to be Served by this Strategy/Activity**

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

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

All students

**Strategy/Activity**

Use curriculum assessments and CAASPP Interim Assessment Blocks to determine progress in Reading and Math.

Continue implementation of systematic instruction on writing process K-5 based on writing standards using district adopted language arts curriculum.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
4000-4999: Books And Supplies  
Curriculum

**Strategy/Activity 6****Students to be Served by this Strategy/Activity**

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

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

TK, Kinder, 1st, 2nd Grade students

**Strategy/Activity**

Provide primary grade level (TK-2nd) instructional support through the hiring of two paraeducators to support teachers.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
2000-2999: Classified Personnel Salaries  
Classified Salaries



## Strategy/Activity 7

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

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

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

All students

### Strategy/Activity

Staff will input all formative assessments results into Illuminate (OSD Student Data System), evaluate and analyze results and use the information to inform instructional decisions.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

--

District Funded

Illuminate software

--

LCFF

1000-1999: Certificated Personnel Salaries  
student progress monitoring

## Strategy/Activity 8

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

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

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

All Students

### Strategy/Activity

Intervention in literacy, numeracy, and English Language Development. Interventions include AM Achievers and Before/After School Targeted interventions.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6000

Title I

1000-1999: Certificated Personnel Salaries  
Teacher Extra Help - Reading, Math, ELD

14000

LCFF - Intervention

1000-1999: Certificated Personnel Salaries  
Teacher Extra Help - Reading, Math, ELD

3000

LCFF - Intervention  
4000-4999: Books And Supplies  
Instructional Materials and Supplies

### Strategy/Activity 9

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

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

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

All students

#### Strategy/Activity

Library/Media Technician to upkeep school library and promote reading to all students TK-5 in addition to ensuring all teachers have district adopted curriculum for instruction.

Enrich the library with reading books with an emphasis on books centered around inclusion, diversity, and kindness.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4500

District Funded  
2000-2999: Classified Personnel Salaries  
Classified Salaries: Library Media Technician

Title I  
4000-4999: Books And Supplies  
student books centered around inclusion,  
diversity, and kindness

### Strategy/Activity 10

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

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

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

All students

#### Strategy/Activity

Teacher collaboration, observations and data analysis will occur in order to best address the needs of all students and maintain a Professional Learning Community. The primary focus of the PLC's is first instruction while differentiating instruction to meet the needs of all learners. Subjects of focus during PLC's include; English Language Arts, Math, and Writing. Meetings to take place weekly. In addition to PLC's, teachers will meet once a trimester for student progress monitoring conferences with the principal. The purpose of the progress monitoring is to look at first instruction practices and lesson design, provide resources and support, analyze data, provide targeted interventions based on student need, and identify students to be in the CST/SST process.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3100	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help- Leadership team meetings

### Strategy/Activity 11

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

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

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

All students

#### Strategy/Activity

Professional Development provided to teachers by Educational Services that will include:

- Mathematical Mindset; which can include Jo Boaler via Zoom
- Maths PD from Math Manager- Julie Prater
- Math journals
- Math fluency
- Data review (IAB, STAR, etc.)

Teachers will use STMath to support student learning in a Tier 1 approach. An emphasis will be on providing academic incentives to meet ST Math goals.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Academic Incentives
2500	LCFF 4000-4999: Books And Supplies Dot Journals, Materials for fluency (games), Math Mindest Books (Jo Boaler)
1299	LCFF 5000-5999: Services And Other Operating Expenditures Graphics

District Funded  
1000-1999: Certificated Personnel Salaries  
Math Manager Salary

## Strategy/Activity 12

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

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

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

All students

### Strategy/Activity

District Information Technology technician will maintain equipment and software to support student learning through technology.

Purchase and replacement of computer and technology equipment in order to support student learning

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
2000-2999: Classified Personnel Salaries  
Classified Salaries: District Technology  
Technician

District Funded  
Equipment

## Strategy/Activity 13

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

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

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

All students who are under performing or who are in need of academic and socio-emotional supports.

### Strategy/Activity

Conduct CST/SST (Coordinated Services Team/Student Study Team) meetings to review, within our Multi-Tier System of Supports (MTSS), cases of students who are not making sufficient progress on grade level standards or who are demonstrating a need for behavior and social-emotional support.

Coordinate 504 meetings for students as needed.

Conduct IEP meetings for students who are identified as eligible for Special Education Services.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2000	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help - ORC Facilitation of Meetings
3000	Title I 2000-2999: Classified Personnel Salaries CST/SST Substitutes
10000	LCFF 1000-1999: Certificated Personnel Salaries IEP Substitutes

**Strategy/Activity 14**

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

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

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

All students

**Strategy/Activity**

Repair or replace IT equipment.

District Technology Tech will support the STEAM units by keeping equipment in working condition and advising on new equipment.

Provide technology for student presentations of STEAM (Focus Strand) to peers and students.

Provide technology display of student data at CST/SST/IEPs and staff data meetings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Library Media Technician Salary
	District Funded

	2000-2999: Classified Personnel Salaries District Technology Technician
	District Funded 4000-4999: Books And Supplies Technology Supplies: Promethean boards, and training for proper use of Promethean Boards

**Strategy/Activity 15**

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

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

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

All students

**Strategy/Activity**

Use Accelerated Reader Program to support reading comprehension and fluency and as an assessment tool for identifying students in need of intervention.  
Recognize students' growth on reading on AR and other areas of academics with school-wide challenges.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded Accelerated Reader Program
3500	LCFF 4000-4999: Books And Supplies Incentives
800	LCFF 4000-4999: Books And Supplies Incentives - Student Store

**Strategy/Activity 16**

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

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

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

Special Education Students

**Strategy/Activity**

RSP Special Education students are being supported by a Resource Specialist and a Speech and Language Therapist. Other providers that support based on student need include Occupational Therapist, and a Physical Therapist.

We also have 4 SDC classes with 2 classroom paraeducators in each classroom. SDC classes implement the Unique curriculum which is a research-based standardized curriculum designed for special education students.

Finally, we have 2 Therapeutic Learning Classes with 2 classroom paraeducators in each classroom. Materials will be purchased to support the TLC classes especially for social-emotional regulation. Students in the TLC class are expected to learn grade-level standards, take the STAR test, and use district apps on the iPad to support learning such as ST Math and Lexia.

Special education students are also included when analyzing data through the Cycle of Inquiry as well as Tier 1 instruction focus.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	LCFF 4000-4999: Books And Supplies Materials (\$750 per class)
	District Funded 1000-1999: Certificated Personnel Salaries Salaries for: RSP Teacher, SLP, Occupational Therapist, Physical Therapist
	District Funded 2000-2999: Classified Personnel Salaries Salaries for classroom paraeducators- special education
	District Funded 4000-4999: Books And Supplies Unique Curriculum

### Strategy/Activity 17

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

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

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

All students

#### Strategy/Activity

Implementation of CANVAS by all teachers and use the learning management system for student grades, assignments, access apps easily, and administer assessments. Use of CANVAS to communicate with parents.

Implementation of CANVAS by administration to send announcement to teachers, students, and parents, and communicate to all stakeholders.

District Tech TOSA to provide Professional Development and staff in the implementation of CANVAS

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures CANVAS Learning Management System
	District Funded 1000-1999: Certificated Personnel Salaries District Tech TOSA Professional Development

**Strategy/Activity 18**

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

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

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

All students

Strategy/Activity

STEAM, Science Technology, Engineering, Arts, and Math, units to be taught in classes.  
  
STEAM night for families to present projects by class.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	LCFF 4000-4999: Books And Supplies Materials for STEAM units from previous years

**Strategy/Activity 19**

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

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

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

All Students

Strategy/Activity



The After School Program to provide enrichment activities and allotted tutoring time through the City of Oxnard.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
2000-2999: Classified Personnel Salaries  
ASP employees

District Funded  
4000-4999: Books And Supplies  
materials for After School Program

### Strategy/Activity 20

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

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

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

All Learners

#### Strategy/Activity

Implement the District Master Plan for English Learners.

Ensure implementation of McGraw-Hill ELD Curriculum through direct and embedded ELD instruction. Content area instruction will be supported through SIOP strategies.

Students placed in ELPAC proficiency leveled groups for ELD and provide instruction and intervention based on language goals.

Use data to target the specific educational needs of EL students and provide appropriate support and/or intervention.

Provide time, through staff development and release time for teachers to analyze EL assessments. Develop and review goals that focus on areas of need. Develop grade level block systematic ELD instruction time, 45 minutes for 1st-5th and 30 minutes for Kindergarten.

Recognize student Reclassification at an annual assembly.

Use District EL TOSAs to provide PD and support of designated and integrated EL instructional time.

Three teachers to implement a 5 week intensive after-school tutoring for EL students to lead up and prepare for taking the ELPAC test.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
1000-1999: Certificated Personnel Salaries

	District EL TOSA
225	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours (5 hours) to assist with coordination of ELPAC
250	Title III 4000-4999: Books And Supplies Reclassification Awards
7614	Title III 5800: Professional/Consulting Services And Operating Expenditures 5 weeks after school tutoring - ELPAC preparation

### Strategy/Activity 21

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

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

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

All Students

#### Strategy/Activity

Use MyOn and Lexia Programs to support literacy and reading comprehension through access on 1:1 devices.

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)


#### Source(s)

District Funded
MyOn Digital Library
District Funded
Lexia software

### Strategy/Activity 22

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

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

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

All students

#### Strategy/Activity

Extra clerical support will be provided for special school events (i.e conferences, meetings, opening and closing of the school).

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	LCFF 2000-2999: Classified Personnel Salaries Clerical Extra Help
500	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help - Interpretation

### Strategy/Activity 23

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

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

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

All students

#### Strategy/Activity

PE and recess equipment will be purchased so that students can take full advantage of our blacktop and grass area. In addition, students can participate in activities to promote a healthy, active lifestyle. We will use PE to address the social emotional needs of our students via physical activity.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF 4000-4999: Books And Supplies PE Equipment

### Strategy/Activity 24

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

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

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

#### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Annual Review

### SPSA Year Reviewed: 2020-21

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

## ANALYSIS

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

To attain our goal of all students reaching high academic standards in reading and mathematics we have implemented strategies/activities to achieve the articulated goal into three categories; curriculum and supports, data analysis, and interventions.

McAuliffe uses the Common Core State Standards as the backbone of instruction and lesson planning. We have implemented with fidelity district adopted curriculum in both reading and mathematics. In addition, supports to teaching to the CCSS include, the Accelerated Reader program, MyOn and Lexia, Designated and Integrated ELD instruction, and STEAM focus units/activities.

Data is analyzed through Professional Learning Communities. During the PLC's, teachers have opportunities to collaborate with a targeted focus known as the Cycle of Inquiry. The data includes STAR 360 assessments, IAB's, writing assessment, and common formative unit assessments. The Cycle of Inquiry allows teachers to dive into the data to determine a focus, implement and support, and analyze the impact.

After data is analyzed, interventions will be provided to students who have not reached at/above benchmark levels. Students needing intervention can be identified through student progress monitoring and/or the CST/SST process. Interventions provided include paraeducators supporting TK/Kinder/1st grade classes, Literacy Intervention Teacher using the Leveled Literacy Intervention curriculum to support 2nd grade, and an Intervention Service Provider to support 3rd -5th grade. In addition, AM Achievers for identified students in 1st-4th grade and Before School/After School tutoring for students below benchmark on STAR Reading/Math assessments.

With our commitment to teaching the CCSS with supplied curriculum and supports, using a variety of data to drive instruction, and providing targeted intervention to identified students our goal of all students reaching high academic standards will be met.

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

Our current STAR 360 data in Early Literacy, Reading, and Math brings to our attention student needs as a result of the effects of the pandemic on academics.

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

In addition to the goals to increase the percentage of students in the met/exceeded band of the CAASPP and increase the percentage of students in the at/above benchmark on STAR 360 assessments, we have committed to analyzing Student Growth Percentile (SGP) from the STAR 360 assessments. This is an indicator PLC's will be monitoring throughout the year and will help us monitor students and their growth in all bands. Focused data analysis collaboration in PLC's will keep our attention on moving students up throughout the levels.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social Emotional Support and School Climate

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

These needs reflect the return of student to in-person learning:

- To continue the work of the PBIS Committee
- To increase positive behavior
- To provide social emotional supports and coping strategies

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Average school wide yearly attendance was 94.8% for the 2019-20 school year while we were in session from August-March and was not calculated for the 2020-21 school year.	Achieve an annual average attendance rate of 97% or higher in each grade level. Our overall goal is for our school-wide attendance to increase by 2.2%.
Referrals to Office	Based on the data from the 2020-21 school year, there were 11 office referrals. We were on distance learning until April 2021. In our last typical in-person year we had 189 office referrals.	To decrease the total number of office referrals by 10%
Panorama Student Survey	Students in 3rd-5th grade took the Panorama Survey in the Fall of 2021. The survey has provided us with baseline data in the areas of student SEL	To increase the overall percent favorable to 81% which is an increase of 10%. To increase Growth Mindset and Emotional regulation by 15% and

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>competencies and learning supports/environments. Our overall rating was 71% favorable. The ratings by SEL topic were:</p> <p>Growth Mindset- 58% Good/Fair Self-Management- 69% Good/Fair Social Awareness- 70% Good/Fair Emotional Regulation- 49% Good/Fair Teacher Student Relationships- 80% Good/Fair Sense of Belonging- 72% Good/Fair</p>	<p>increase Self-Management, Social Awareness, Teacher Student Relationships, and Sense of Belonging by 5%.</p>

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

### Strategy/Activity 1

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

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

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

All students

#### Strategy/Activity

Implementation of PBIS school-wide and CHAMPS/STOIC in common areas, such as, bathrooms, cafeteria, and hallways.

Staff will fully implement CHAMPS/STOIC in all grade levels using all components of the program for Positive Behavior Support.

Establish school guidelines through the use of STAR and implement throughout campus.

Hold STAR guidelines assemblies throughout the year

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF

4000-4999: Books And Supplies  
Materials

## Strategy/Activity 2

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

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

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

All Students

### Strategy/Activity

Ensure confidentiality of documents and sensitive student information.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600

Source(s)

LCFF  
5800: Professional/Consulting Services And  
Operating Expenditures  
Contract for Shredding Services

## Strategy/Activity 3

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

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

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

All Students

### Strategy/Activity

Every morning teachers will have a community circle meeting within their classroom with a focus on social-emotional learning. Topics addressed during community circle include (but not limited to); character traits, focus on the OSD Student Profile, growth mindset, and STAR Guidelines/Expectations.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded  
Time in class

## Strategy/Activity 4

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



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

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

All students

**Strategy/Activity**

Conduct CST/SST (Coordinated Services Team/Student Study Team) meetings to review, within our Multi-Tier System of Supports (MTSS), cases of students who are demonstrating a need for behavior and social-emotional support.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Title I  
2000-2999: Classified Personnel Salaries  
Classified Extra Help - ORC Facilitation of Meetings (see goal 1)

[Empty box for Amount(s)]

Title I  
2000-2999: Classified Personnel Salaries  
CST/SST Substitutes (see goal 1)

[Empty box for Amount(s)]

LCFF  
1000-1999: Certificated Personnel Salaries  
IEP Substitutes (see goal 1)

**Strategy/Activity 5**

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

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

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

All students

**Strategy/Activity**

Outreach Specialist will support students by assisting families and students with support in technology, chronic absenteeism, and parental skills support.

Outreach Specialist will support students by coordinating services needed at school and by helping families access social services in the community.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

Outreach Coordinator Salary

## Strategy/Activity 6

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

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

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

All students

### Strategy/Activity

Referrals from teachers, students and parents to Site Counselor will be made for individual student or small group counseling. Counselor to utilize Restorative Justice practices during conflict mediation.

Student discipline data will be monitored at intervals throughout the year to determine students/families who will receive referrals to outside agencies from ORC or support from the Site Counselor.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

## Strategy/Activity 7

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

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

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

All students

### Strategy/Activity

Maintain a site Positive Behavior Intervention Support (PBIS) committee to lead school in implementation of multi-tiered system of support for behavior and social/emotional skill development at all school sites.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF

4000-4999: Books And Supplies  
Counseling Materials

### Strategy/Activity 8

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

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

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

All students

#### Strategy/Activity

All staff and students will participate in monthly emergency drills and annual earthquake drills. A school-wide evacuation drill will be conducted annually. A student reunification exercise will be conducted in the Spring.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF

4000-4999: Books And Supplies  
Materials

### Strategy/Activity 9

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

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

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

All students

#### Strategy/Activity

The School Comprehensive Safety Plan Committee Leadership Team will monitor the Comprehensive Safety Plan and make revisions as necessary.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No addiitonal cost

### Strategy/Activity 10

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

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

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

All students

**Strategy/Activity**

Student attendance and tardies will be monitored. Incentives for good attendance will be provided to individual students and classes.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

3800

Source(s)

LCFF  
4000-4999: Books And Supplies  
Incentives

**Strategy/Activity 11****Students to be Served by this Strategy/Activity**

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

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

All students

**Strategy/Activity**

Campus Assistants work to support student supervision before school, during recess and lunch, and at dismissal.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

5000

Source(s)

LCFF  
2000-2999: Classified Personnel Salaries  
Increase time of 4 campus assistants by 30  
minutes per day

250

LCFF  
2000-2999: Classified Personnel Salaries  
Classified Extra Help - Time for Campus  
Assistants to attend training

**Strategy/Activity 12****Students to be Served by this Strategy/Activity**

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

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

All students

Strategy/Activity

Students, staff, and parents will participate in the Panorama survey for data collection related to social-emotional health and school climate.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 13**

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

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

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

All students

Strategy/Activity

Offer enrichment to students to support positive relationships.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

1000

LCFF  
4000-4999: Books And Supplies  
Materials

**Strategy/Activity 14**

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

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

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

All students

Strategy/Activity

Provide Paraeducators II and III training for implementation of NCI practices for students needing immediate intervention for safety of self and others.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Provided

**Strategy/Activity 15**

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

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

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

All students

Strategy/Activity

Provide training to students, staff, and parents on Disaster Preparedness.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

**Strategy/Activity 16**

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

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

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

Foster and Homeless Students

Strategy/Activity

The site Counselor and/or ORC will provide:

- monthly communication to families to support and provide outside resources
- students identified and communicated to teachers to support based on student need
- provide resources during times of need such as donated Christmas gifts and meals during Thanksgiving.
- provide students with support/resources such as; individual and/or small group counseling, lessons in the classrooms on Positive Behavior and conflict resolution skills.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	LCFF - Intervention 4000-4999: Books And Supplies Materials

### Strategy/Activity 17

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

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

McAuliffe has committed to meet our goal of meeting the needs of students in a social-emotional, health, and well-being through a learning environment that is safe, drug-free and conducive to learning, we have committed to providing a safe environment, providing clear expectations and guidelines, and interventions.

McAuliffe has committed to providing a safe environment by outlining our safety procedures in the Comprehensive Safe School Plan (CSSP). The CSSP is approved by the safety committee that meets once a month to address school needs such as monthly disaster drills, disaster preparedness, and school crisis. In addition, campus assistants are key in providing a safe environment for students.

Over the past few years, teachers have committed or providing clear expectations to students in the classroom through CHAMPS. This year, the entire staff has committed to teaching expectations through STOIC. The focus has asked that staff members look at all aspects on campus asking if the proper Structure has been provided, have we Taught the expectation clearly, are we Observing,

are we Interacting positively, and are we Correcting fluently. We have already seen the use of these practices when implemented correctly and thoroughly improve student behavior.

The Panorama Survey helps gather data to provide find areas of need and provide interventions. Interventions to meet the social-emotional, health, and well-being of students include; attendance incentives, restorative justice conversations with the counselor or administration, support from the counselor, and support form the Outreach Specialist.

With the focus of positive behavior from all staff members, we will accomplish our goal to meet the social-emotional, health, and well-being through a learning environment that is safe, drug-free and conducive to learning.

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

There are not any major difference between the intended implementation and expenditures. We plan to purchase materials for the unstructured (recess) times and are working with the PBIS team and campus assistants to develop our vision of a safer, more structured recesses. We have also and will continue to clearly communicate and teach the guidelines for success and schoolwide behavior expectations so that students know what the expectations are regardless of grade or areas within the school.

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

The PBIS system in place has been working effectively to decrease office and playground referrals. We are continuing to improve on our current practices to continue to support students and teachers; specifically, restructuring the playground, campus assistant training on CHAMPS and STOIC, and schoolwide expectations for students.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent and Family Engagement

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coffee with the Principal Participation	For the first meeting in 2021-22, 4 parents attended the first Coffee with the Principal.	Increase parent attendance to an average of 15.
ELAC Sponsored Parent Events Sign-in Sheets	In 2021-22, 12 parents attended the first ELAC meeting.	Increase parent attendance to an average of 15 per meeting.

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

## Strategy/Activity 1

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

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

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

All students

### Strategy/Activity

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

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

ASES

### **Strategy/Activity 2**

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

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

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

All students

Strategy/Activity

Outreach Specialist to provide support for parents in the area of attendance and engagement.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
2000-2999: Classified Personnel Salaries  
Outreach Consultant Salary (see Goal 2)

### **Strategy/Activity 3**

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

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

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

All students

Strategy/Activity

School Counselor will support families regarding behavior and social-emotional issues.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded  
2000-2999: Classified Personnel Salaries  
Counselor salary (see Goal 2)

**Strategy/Activity 4**

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

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

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

Transitional/Kindergarten and New Students

Strategy/Activity

Orientation provided to Transitional/Kindergarten to discuss expectations, guidelines, and materials provided.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

**Strategy/Activity 5**

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

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

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

English Learners

Strategy/Activity

Hold Reclassification meeting for parents that have met district requirements to be Reclassified English Proficient

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Title III  
1000-1999: Certificated Personnel Salaries  
Administration - meeting

**Strategy/Activity 6**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 7**

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

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

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

All students

Strategy/Activity

Maintain effective communication with parents through parent conferences, using the Ed Connect system and translation services, school website, PeachJar, and social media to promote teaching and learning activities and school-wide events.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded  
Connect Ed

## Strategy/Activity 8

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

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

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

All students

### Strategy/Activity

Conduct parent meetings such as: Title 1 meetings, ELAC, Coffee with the Principal, Provide meeting for parents to ease the transition from Elementary to Middle School. Topic included:

- AVID recruitment
- Incoming student support program
- SpEd Transition

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250	Title I 4000-4999: Books And Supplies Parent Involvement Meetings Coffee w/ the Principal
1000	Title III 1000-1999: Certificated Personnel Salaries Certificated - Extra Help Counselor
250	Title III 2000-2999: Classified Personnel Salaries Child Care
250	Title III 4000-4999: Books And Supplies ELAC Refreshments
1000	Title III 2000-2999: Classified Personnel Salaries Classified Extra Help - ORC

## Strategy/Activity 9

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

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

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

All students

### Strategy/Activity

Gather input from stakeholders for items such as Parent Involvement Policy, School Compact, Site Budget, and SPSA - School Site Council, English Learner Advisory Committee, Parent Teacher Association, and Title 1 parent meetings.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
250	Title III 4000-4999: Books And Supplies Materials
250	Title III 2000-2999: Classified Personnel Salaries Babysitting
111	Title III 4000-4999: Books And Supplies Refreshments

## Annual Review

### SPSA Year Reviewed: 2020-21

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

### ANALYSIS

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

At McAuliffe, we have set a goal for all families to be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth. Two aspects to support families in this endeavor include increased communication and a facilitation of parent involvement.

Communication to families is integral in cultivating the school to home partnership. Communication to families has consisted of EdConnect calls and text messages, updating the school website, social media, and PeachJar. Additional communication includes teacher to parent communication through apps such as Canvas and ClassDojo.

Facilitating parent involvement is also integral in cultivating the school to home partnership. We strive to increase attendance at the following meetings; Title I, ELAC, PTA, School Site Council, and Coffee with the Principal. We are also providing targeted topics of parent interest such as; Attendance and Engagement, After School Program Parent Nights, and Kinder Orientation.

Through clear and consistent communication and facilitating parent involvement, we will accomplish our goal for all families to be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth.

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

There are not major changes with the expenditures or overall implementation listed. We have changed meeting times to meet the needs of parents. In addition, we have held meetings via Zoom to follow COVID protocols.

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

We have not made any major changes to the metrics or annual outcomes of the goal. We plan to administer a survey to parents to plan parent meetings based on parent survey results.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$59,417.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$180,486.00

## Other Federal, State, and Local Funds

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

Federal Programs	Amount (\$)
Title I	\$48,217.00
Title III	\$11,200.00

Subtotal of additional federal funds included for this school: \$59,417.00

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

State or Local Programs	Amount (\$)
LCFF	\$101,569.00
LCFF - Intervention	\$19,500.00

Subtotal of state or local funds included for this school: \$121,069.00

Total of federal, state, and/or local funds for this school: \$180,486.00



# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	48,217.00	0.00
Title III	11,200.00	0.00
LCFF	101,569.00	0.00
LCFF - Intervention	19,500.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	101,569.00
LCFF - Intervention	19,500.00
Title I	48,217.00
Title III	11,200.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	13,100.00
2000-2999: Classified Personnel Salaries	LCFF	5,350.00
4000-4999: Books And Supplies	LCFF	74,045.00
5000-5999: Services And Other Operating Expenditures	LCFF	8,474.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	600.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	14,000.00
4000-4999: Books And Supplies	LCFF - Intervention	5,500.00
1000-1999: Certificated Personnel Salaries	Title I	37,247.00
2000-2999: Classified Personnel Salaries	Title I	5,500.00

4000-4999: Books And Supplies	Title I	5,470.00
1000-1999: Certificated Personnel Salaries	Title III	1,225.00
2000-2999: Classified Personnel Salaries	Title III	1,500.00
4000-4999: Books And Supplies	Title III	861.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	7,614.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	159,475.00
Goal 2	17,650.00
Goal 3	3,361.00

# School Site Council Membership

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

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

Name of Members	Role
Brian Blevins	Principal
Nancy Diaz	Classroom Teacher
Maria Liston	Classroom Teacher
Taylor Lumas	Classroom Teacher
Heidi Trevisan	Other School Staff
Gary Snyder	Parent or Community Member
Lola Brisco	Parent or Community Member
Valerie Garcia	Parent or Community Member
Allysa Lopez	Parent or Community Member
Randi Friday	Parent or Community Member

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



# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 20, 2021.

Attested:

	Principal, Brian Blevins on 10/20/2021
	SSC Chairperson, Valerie Garcia on 10/20/21

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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