School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Elm Street Elementary School	56725386055289	October 12, 2020	November 4, 2020

Purpose and Description

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

Schoolwide Program

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

Elm Street School will effectively meet the Every Student Succeeds Act (ESSA) by implementing the three Oxnard School District goals: Goal 1- All students will reach high academic standards in reading and mathematics. Goal 2- The social-emotional, health and well-being needs of students will be met in a learning environment that is safe, drug free and conducive to learning. Goal 3 - Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth. Elm St. School will focus on the area of teaching and learning to successfully meet the needs of all students. The staff is dedicated to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades 2nd through 5th grade. We will implement CCSS through the following state adopted programs McGraw-HIll, My Math and Wonders/Maravillas. We will also be using Dual Language Units in Kindergarten and First grade written by our District to ensure CCSS is at the forefront in our Dual Language Classes. We are currently piloting Next Generation Science Standards (NGSS) and using FOSS kits. In addition, we implement several intervention programs. These interventions include small group instruction with Classroom Teachers, Reading Specialist and Instructional Support Providers. The teaching staff at Elm St. School is committed to the process of implementing CCSS and dedicated to higher level thinking and learning for all students. In order to implement CCSS, the Elm St. teachers are committed to meeting consistently in Professional Learning Communities in order to increase student achievement. Teachers focus on data driven instruction, assess students informally and informally to monitor student growth in the core areas and meet to analyze student data results to plan instruction and student interventions. The Elm St. School will focus on Positive Behavior Intervention Supports (PBIS) through the use of CHAMPS and MTSS to meet the needs of the

whole child including academics, behavior and social/emotional needs. Parents and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Elm St. School maintains continual communication with all stakeholders through SSC, ELAC, Title 1 Meetings, Coffee with the Principal, PTA meetings, monthly informational calendar, and Connect Ed.

Table of Contents

SPSA Title Page 1
Purpose and Description....1
Table of Contents....3
Comprehensive Needs Assessment Components 5
Data Analysis 5
Classroom Observations....5
Analysis of Current Instructional Program....5
Stakeholder Involvement 10
Resource Inequities 10
School and Student Performance Data 11
Student Enrollment....11
CAASPP Results....13
ELPAC Results 17
Student Population....20
Overall Performance 21
Academic Performance....23
Academic Engagement....31
Conditions & Climate....34
Goals, Strategies, & Proposed Expenditures....36
Goal 1....36
Goal 2....60
Goal 3....78
Budget Summary 94
Budget Summary 94
Other Federal, State, and Local Funds 94
Budgeted Funds and Expenditures in this Plan 95
Funds Budgeted to the School by Funding Source....95
Expenditures by Funding Source 95
Expenditures by Budget Reference and Funding Source 95
Expenditures by Goal....96
School Site Council Membership 97
Recommendations and Assurances 98
Instructions....99
Instructions: Linked Table of Contents....99
Purpose and Description....100
Stakeholder Involvement....100

Resource Inequities 100
Goals, Strategies, Expenditures, & Annual Review 101
Annual Review 102
Budget Summary 103
Appendix A: Plan Requirements 105
Appendix B: 108
Appendix C: Select State and Federal Programs 110

Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Instructional Leader is documenting a systematic approach to visiting classrooms to focus on the School-Wide Goals, and the Instructional "Look Fors" in order to give immediate positive feedback. Instructional Leaders goal is to visit one grade level a day and take anecdotal notes in order to observe daily routines and teaching practices, and provide support and guidance to ensure Common Core State Standards are being taught with fidelity at a rigorous level. .

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Through Professional Learning Communities (PLC) teachers will analyze and interpret data through the use of the following assessments tools to improve student achievement. The following tools will be used:
STAR 360 Early Literacy, Math & Reading in English, as well as Spanish for the Dual Language Immersion Program
ELPAC
CAASPP
IAB
Essential Literacy Skills (ELS)
Curriculum Benchmarks
BPST

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

Teachers meet weekly in Professional Learning Communities (PLC) to monitor student progress via the curriculum embedded assessments as well as discuss best teaching practices in order to move students forward. Student instructional groups for Universal Access, English Language Development, and intervention groups are determined based on these assessments.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

Professional development is provided at the site and district level to ensure that instruction is aligned to current Common Core State Standards. There is a district assessment calendar to ensure that student progress is sufficiently monitored throughout the year. Professional development and support is provided on the assessment system and the specific types of assessments. Structures are in place at school sites to allow teachers to analyze data in collaborative groups in order to identify student needs and adjust instruction accordingly. The addition of CANVAS lead teachers at each site has been a critical component during Distance Learning with the purpose of providing technology support at the site level to teachers.

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialists for science and a Math Manager work directly with teachers to support instruction in science and math. The guidance and support from the Educational Services Department has been crucial during Distance Learning, and providing centralized teaching schedules for teachers has been extremely valuable to give a defined structure to meet the educational needs of students. The Site Principals function as instructional leaders, and the addition of the Weekly Update to provide information to administrators has been a welcome addition during Distance Learning.

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

The centralized teaching schedules have provided the opportunity for teachers to meet by grade level each week during the instructional day in order to be able to collaborate on best teaching practices and monitor student growth. The three School-Wide goals during the 2020-2021 academic year are writing across the curriculum, oracy and growth mindset in Math and English Language Arts. One of the teaching practices that we will continue to focus on more this year is writing across the curriculum, with an emphasis in Math. The emphasis will be to write out the steps in math in order to have a deeper understanding of the math concepts being taught. Another teaching strategy is to continue to incorporate a Growth Mindset approach to learning.

Teaching and Learning

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

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

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

Instructional minutes are monitored by the Business Services office, and the current centralized Distance Learning schedules meet the minimum requirement of minutes approved by the state of California. All school schedules adhere to the guidelines governing recommended instructional minutes.

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

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

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials. During Distance Learning, all textbooks and materials have been provided to all students to take home. If families were unable to pick up materials, materials were mailed to the student or delivered to the student at home. Hot-Spots have been provided to households in need of them, so that every child has accessibility to Distance Learning during the COVID-19 Pandemic.

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

Adopted and standards-aligned materials are provided for use in all classrooms, and during Distance Learning all textbooks and materials have been provided to all students to have at home. Additional on-line resources have been centrally purchased to provide access to standards-aligned materials remotely via the internet. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

First instruction is a critical component to enable under-performing students to meet standards. As a site, we will focus on the Instructional "Look Fors" as evidence for supporting instructional goals. Elm St. School spent a considerable amount of time analyzing all the Instructional "Look Fors" and coming to consensus, with an emphasis on how to support students during Distance Learning. The four Instructional "Look Fors" for the 2020-2021 academic year will be active participation of all students with scaffold support provided by teachers and students, instruction and student work are based on grade level CCSS, frequent checking for understanding and corrective feedback, and evidence of well-established routines and practices (CHAMPS) .

Evidence-based educational practices to raise student achievement

At Elm Street School, we will participate in Professional Learning Community practices, grade level teaming and collaboration to support first instruction. The Instructional "Look-Fors" have provided a foundation for best first instruction, and my classroom visits will have an instructional focus based on our School-Wide goals and the Instructional "Look Fors". The data collected from local assessments will guide and drive instruction in the classroom during whole group and small group intervention groups.

Parental Engagement

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

At Elm St. School, throughout the school year, parents are invited to participate in a variety of educational and advisory opportunities. In March of 2020, when the school closure took place due to the COVID-19 pandemic, we learned to conduct our parent meetings remotely via Zoom. Agenda's continued to be provided via our site website, but most importantly we included Zoom link information for our families included with Agenda. What we learned at Elm St. School is that our families were able to actively participate remotely from their homes, place of business or work location with a sense of ease. What we also learned is that families prefer to participate remotely because they could stay at home caring for their families, maintaining their business hours, and taking their lunch/dinner break from work to connect. During the 2020-2020 academic year, we continued to offer meetings remotely. Coffee with the Principal has been moved from meeting in the morning to meeting in the late afternoon to accommodate family preferences. School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent Teacher Association (PTA) will continue to be in the late afternoon to accommodate family preferences. Our SSC consists of 5 parents with direct input into our School Plan for Student Achievement (SPSA). The English Language Advisory Committee (ELAC) also provides recommendations to our SSC for English Language Learners (ELL) services to include into the SPSA. Parents are invited to our regularly scheduled SSC, ELAC, Coffee with the Principal, PTA, and Title I meetings to stay informed and provide input on programs available to our students. Our PTA provides parents the opportunity to participate in fundraising opportunities and programs that support the educational programs at Elm St. School. Parent workshops, classes, and trainings are offered throughout the school year (CABE Project 2Inspire, Triple P positive parenting, Healthy Bodies Healthy Minds, Nutrition, mental health, family reading nights, Latino Literacy project, Loving Solutions, Parent Project, Citizenship, etc.). Parents are also encouraged to attend our Back to School Night which includes our Title 1 Meeting, Reading Nights, trimester awards ceremonies, parent-teacher conferences in Fall and Spring, volunteer in classroom and chaperone students on field trips.

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

It is critical to have all the stake holders involved in the evaluation of the ConApp Programs. At Elm St. School, the Principal has developed a yearly calendar to ensure that all the stake holders are involved. In March of 2020, the Leadership team met on a weekly basis instead of monthly to ensure involvement. During the 2020-2021 academic year, the Leadership Team has been meeting bi-monthly, and notes are sent out to all Elm St. Staff at the end of the day. The notes have kept us accountable to meet with grade level teams about what was discussed and if anything needs to be discussed at the next Leadership Team or at the next Staff Meeting. The Principal also meets with the SSC, ELA, and PTA on a regular basis to share goals for the year. Coffee with the Principal is also an informal manner to receive recommendations or get feedback from the community. Even though Coffee with the Principal is an informal gathering, valuable information has been shared regarding school safety, and community safety at large.

Funding

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

The following services will be funded to enable under performing students to meet the standards:
Kindergarten Paraprofessional Support
Intervention Support Providers
Professional Learning Communities
Enrichment Field Trips
Substitutes for SST/IEP meetings
Library Media Tech
Professional Development and Conferences

Centralized Funding has provided extra support through the hiring of an Intervention Support Provider (ISP), which will target small group intervention in reading with an emphasis in the primary grades. Site funding thorough Title III will be allocated to support English Language Learners ELL) by providing extra support through an additional Intervention Support Provider (ISP), which will also target small group intervention in reading. Title I funding is also being provided for teachers to provide tutoring afterschool.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered “schoolwide” Title I. Funds are allocated to each school based on the number of qualifying students. Sites then determine how to use the funds based on specific student needs. The district also distributes Title III funding to sites in order for them to provide any necessary additional services or resources to support English Language Learners (ELL). The district receives Supplemental and Concentration LCFF funding, and sites are allocated a portion of these funds in order to provide additional resources toward student achievement. Elm St. School has put an emphasis in providing the necessary resources to support students, families and staff with Distance Learning resources.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Instructional Leader began the involvement process for the SPSA and Annual Review and Update with the Leadership Team. The proposed 2020-2021 school budget was also shared along with the correlation of the three SPSA goals to the allocation of funding. Each grade level Leadership Team Member shared the SPSA at their grade level meeting and new goals were set for both English Language Arts and Mathematics. The Instructional Leader shared the SPSA along with the budget with SSC as well as the ELAC committee. The instructional Leader collected feedback from the following groups in order to support all the strategies/activities as written in the SPSA. The proposed 2020-2021 school budget was aligned directly with the three goals as stated in the SPSA. The SPSA is a living document and will be shared with stakeholders and we will be reviewing the effectiveness of each action as detailed in the SPSA.

Resource Inequities

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

The Outreach Coordinator (ORC) position was vacant due to COVID-19 Family Leave, and a replacement was not able to be provided. The ORC position is a critical component for family outreach especially during Distance Learning. The primary role of the ORC during Distance Learning is to connect families with needed services and to provide support for technology acess, especiallyfor the use of new platforms and programs, such as CANVAS, STMath and Lexia. In the absence of an ORC, many of those duties have been handled by the principal and office staff.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	%	%	0.18%			1
Asian	0.16%	%	0%	1		0
Filipino	0.63%	%	0.36%	4		2
Hispanic/Latino	96.99%	%	96.98%	612		545
Pacific Islander	0.32%	%	0.18%	2		1
White	1.74%	%	1.96%	11		11
Multiple/No Response	%	%	0.36%			0
			Total Enrollment	631		562

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	96		94
Grade 1	92		83
Grade 2	99		95
Grade3	108		87
Grade 4	112		106
Grade 5	124		97
Total Enrollment	631		562

Conclusions based on this data:

Elm St. School had a significant loss of enrollment in Kindergarten. During the 2019-2020 academic year, Elm had four Kindergarten Classes, and we dropped down to three Kindergarten classes. It is most likely that families did not enroll their children due to the COVID-19 pandemic and Distance Learning. Our enrollment went from 550 in the 2019-2020 academic year to 525 in the 2020-2021 academic year.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners			400			71.2%
Fluent English Proficient (FEP)			84			14.9%
Reclassified Fluent English Proficient (RFEP)			60			14.0%

Conclusions based on this data:

Elm St. School had a high increase in students reaching reclassification criteria from the previous year. During the 2017-18 Academic year, 12 students were re-classified. During the 2018-19 academic year, 51 students were re-classified. Teachers have a designated ELD block, which focuses on the four domains. Due to the the fidelity of ELD, a greater number of students have been re-classified.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	121	105	101	120	104	99	120	104	99	99.2	99	98
Grade 4	129	114	99	128	114	99	128	114	99	99.2	100	100
Grade 5	103	126	112	102	124	112	102	124	112	99	98.4	100
All Grades	353	345	312	350	342	310	350	342	310	99.2	99.1	99.4

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2333.	2363.	2357.	5.00	9.62	6.06	7.50	18.27	9.09	18.33	17.31	30.30	69.17	54.81	54.55
Grade 4	2388.	2375.	2405.	4.69	5.26	12.12	13.28	7.02	15.15	18.75	20.18	13.13	63.28	67.54	59.60
Grade 5	2421.	2426.	2430.	0.98	4.84	6.25	12.75	16.13	17.86	32.35	23.39	17.86	53.92	55.65	58.04
All Grades	N/A	N/A	N/A	3.71	6.43	8.06	11.14	13.74	14.19	22.57	20.47	20.32	62.57	59.36	57.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.00	9.62	9.09	25.00	38.46	38.38	70.00	51.92	52.53
Grade 4	9.38	7.89	11.11	35.16	34.21	36.36	55.47	57.89	52.53
Grade 5	5.88	8.87	11.61	46.08	40.32	33.04	48.04	50.81	55.36
All Grades	6.86	8.77	10.65	34.86	37.72	35.81	58.29	53.51	53.55

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.17	3.85	5.05	25.00	36.54	38.38	70.83	59.62	56.57
Grade 4	4.69	3.51	7.07	37.50	27.19	43.43	57.81	69.30	49.49
Grade 5	2.94	6.45	4.46	43.14	35.48	42.86	53.92	58.06	52.68
All Grades	4.00	4.68	5.48	34.86	33.04	41.61	61.14	62.28	52.90

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.17	8.65	5.05	53.33	64.42	64.65	42.50	26.92	30.30
Grade 4	3.13	2.63	12.12	52.34	60.53	53.54	44.53	36.84	34.34
Grade 5	4.90	3.23	2.68	57.84	54.84	54.46	37.25	41.94	42.86
All Grades	4.00	4.68	6.45	54.29	59.65	57.42	41.71	35.67	36.13

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.17	11.54	6.06	31.67	36.54	44.44	59.17	51.92	49.49
Grade 4	5.47	3.51	14.14	44.53	36.84	33.33	50.00	59.65	52.53
Grade 5	3.92	9.68	14.29	43.14	41.13	34.82	52.94	49.19	50.89
All Grades	6.29	8.19	11.61	39.71	38.30	37.42	54.00	53.51	50.97

Conclusions based on this data:

Due to school closures in March of 2020, our third through fifth grade students were not given to opportunity to take the CAASPP assessment in May of 2020 which has driven us to look at local assessments more closely for the data information needed to drive instruction. When analyzing the STAR 360 data in both Reading and Early Literacy, Elm St. School was on a positive trajectory of growth in all grade levels in Reading and Early Literacy in English and Spanish when comparing Fall 2019-20 and Winter 2019-2020 Scale Scores (SS) and Percentile Data. Currently our Fall 2020-2021 data reveals that our students regressed in comparison to State and District comparisons in both Reading and Math STAR 360 data, except in the area of STAR Reading Spanish Proficiency Rate (District Benchmark). Elm St. School has an overall 4.2 increase as compared to the District Benchmark. When we look at the Leading indicators of student achievement in reading: Star Reading Proficiency Rate (District Benchmark), Elm St. School has an overall lower proficiency of 8%, and the Urgent Intervention group is 10.9% higher as compared to the District benchmark. In the State Benchmark, Elm St. School has an overall lower proficiency of 10.8%, and the Urgent Intervention group is 21.2% higher as compared to the state benchmark. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 6.3% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 6.3% of students as compared to the District. When we look at the Leading indicators of student achievement in early literacy: Star Early Literacy English Proficiency Rate (District Benchmark), Elm St. School has an overall lower proficiency of 16.3%, and the Urgent Intervention group is 10.8% higher as compared to the District benchmark. In the area of star Early Literacy Spanish Proficiency Rate (District Benchmark), Elm St. School has an overall lower proficiency of 3.9%, and the Urgent Intervention group is 0.4 less as compared to District benchmarks. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 10% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 10% of students as compared to the District. As a site team, we need to recognize the positive trajectory of growth that Elm St. School was on prior to March of 2020. As a site team, we are also very aware of the significant loss of instruction that took place during Distance Learning as compared to the District Benchmarks. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students during these challenging times of the COVID-19 Pandemic, and provide the best First Instruction to our students via Distance Learning.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	121	105	101	120	104	101	120	104	101	99.2	99	100
Grade 4	129	114	99	128	114	99	128	114	99	99.2	100	100
Grade 5	103	126	112	102	125	112	102	125	112	99	99.2	100
All Grades	353	345	312	350	343	312	350	343	312	99.2	99.4	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2357.	2381.	2375.	0.83	3.85	5.94	7.50	19.23	8.91	29.17	25.96	33.66	62.50	50.96	51.49
Grade 4	2404.	2401.	2425.	0.78	0.88	5.05	10.94	9.65	10.10	41.41	33.33	40.40	46.88	56.14	44.44
Grade 5	2409.	2423.	2421.	0.98	1.60	1.79	0.00	4.00	3.57	24.51	23.20	22.32	74.51	71.20	72.32
All Grades	N/A	N/A	N/A	0.86	2.04	4.17	6.57	10.50	7.37	32.29	27.41	31.73	60.29	60.06	56.73

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	1.67	9.62	7.92	27.50	31.73	27.72	70.83	58.65	64.36
Grade 4	3.91	5.26	7.07	21.88	23.68	29.29	74.22	71.05	63.64
Grade 5	0.98	1.60	2.68	16.67	16.80	19.64	82.35	81.60	77.68
All Grades	2.29	5.25	5.77	22.29	23.62	25.32	75.43	71.14	68.91

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.00	10.58	9.90	31.67	38.46	45.54	63.33	50.96	44.55
Grade 4	3.13	2.63	8.08	31.25	37.72	42.42	65.63	59.65	49.49
Grade 5	0.98	1.60	2.68	21.57	30.40	25.89	77.45	68.00	71.43
All Grades	3.14	4.66	6.73	28.57	35.28	37.50	68.29	60.06	55.77

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2.50	5.77	4.95	38.33	48.08	40.59	59.17	46.15	54.46
Grade 4	3.91	6.14	8.08	39.06	38.60	43.43	57.03	55.26	48.48
Grade 5	0.00	2.40	1.79	32.35	36.00	34.82	67.65	61.60	63.39
All Grades	2.29	4.66	4.81	36.86	40.52	39.42	60.86	54.81	55.77

Conclusions based on this data:

Due to school closures in March of 2020, our third through fifth grade students were not given to opportunity to take the CAASPP assessment in May of 2020 which has driven us to look at local assessments more closely for the data information needed to drive instruction. When analyzing the STAR 360 data in Math, Elm St. School was on a positive trajectory of growth in all grade levels in Math when comparing Fall 2019-20 and Winter 2019-2020 Scale Scores (SS) and Percentile Data. Math continues to be the area of strength at Elm St. School as a whole. Currently our Fall 2020-2021 data reveals that our students regressed in comparison to State and District comparisons in Math STAR 360 data. When we look at the Leading indicators of student achievement in math: Star Math Proficiency Rate (District Benchmark), Elm St. School has an overall lower proficiency of 0.8%, and the Urgent Intervention group is .4% lower as compared to the District benchmark. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 7.2% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 7.2% of students as compared to the District. As a site team, we need to recognize the positive trajectory of growth that Elm St. School was on prior to March of 2020. As a site team, we are also very aware of the significant loss of instruction that took place during Distance Learning as compared to the District Benchmarks. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students during these challenging times of the COVID-19 Pandemic, and provide the best First Instruction to our students via Distance Learning.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1413.6		1424.2		1388.7		66
Grade 1		1443.4		1448.4		1437.8		83
Grade 2		1487.2		1488.0		1485.9		75
Grade 3		1479.8		1476.7		1482.3		49
Grade 4		1515.2		1504.8		1525.0		52
Grade 5		1525.1		1512.7		1537.0		49
All Grades								374

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		6.06		34.85		46.97		12.12		66
1		6.02		24.10		51.81		18.07		83
2		18.67		38.67		36.00		6.67		75
3		8.16		36.73		36.73		18.37		49
4		13.46		53.85		30.77		1.92		52
5		16.33		48.98		26.53		8.16		49
All Grades		11.23		37.97		39.57		11.23		374

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		7.58		43.94		30.30		18.18		66
1		14.46		28.92		39.76		16.87		83
2		32.00		42.67		14.67		10.67		75
3		22.45		38.78		20.41		18.37		49
4		32.69		50.00		9.62		7.69		52
5		28.57		53.06		12.24		6.12		49
All Grades		22.19		41.71		22.73		13.37		374

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		3.03		25.76		62.12		9.09		66
1		3.61		20.48		50.60		25.30		83
2		10.67		37.33		28.00		24.00		75
3		4.08		14.29		55.10		26.53		49
4		9.62		32.69		50.00		7.69		52
5		6.12		28.57		57.14		8.16		49
All Grades		6.15		26.74		49.47		17.65		374

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		7.58		80.30		12.12		66
1		34.94		54.22		10.84		83
2		41.33		52.00		6.67		75
3		8.16		65.31		26.53		49
4		25.00		65.38		9.62		52
5		10.20		77.55		12.24		49
All		23.26		64.44		12.30		374

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		24.24		54.55		21.21		66
1		3.61		75.90		20.48		83
2		26.67		58.67		14.67		75
3		38.78		44.90		16.33		49
4		38.46		55.77		5.77		52
5		71.43		24.49		4.08		49
All Grades		30.21		55.08		14.71		374

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		0.00		92.42		7.58		66
1		12.05		46.99		40.96		83
2		17.33		64.00		18.67		75
3		4.08		55.10		40.82		49
4		5.77		78.85		15.38		52
5		12.24		73.47		14.29		49
All Grades		9.09		67.38		23.53		374

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		25.76		63.64		10.61		66
1		3.61		69.88		26.51		83
2		8.00		64.00		28.00		75
3		10.20		73.47		16.33		49
4		21.15		75.00		3.85		52
5		10.20		85.71		4.08		49
All Grades		12.57		70.86		16.58		374

Conclusions based on this data:

During the 2018-19 Academic year, 51 students were re-classified. During the 2019-20 academic year, 18 students were re-classified. In March 2020, due to the COVID-19 pandemic and school closures, we did not administer the ELPAC test which was scheduled to start the week of March 16, 2020. Teachers continue to have a designated ELD block via Distance Learning, which focuses on the four domains.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
574	**86.8**	**74.6**	**0.2**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	428	74.6
Foster Youth	1	0.2
Homeless	5	0.9
Socioeconomically Disadvantaged	498	86.8
Students with Disabilities	61	10.6

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.2
Filipino	3	0.5
Hispanic	556	96.9
Two or More Races	1	0.2
Pacific Islander	2	0.3
White	11	1.9

Conclusions based on this data:

The majority of our students at Elm St. School are both Socioeconomically Disadvantaged and English Language Learners. With this knowledge, we have to be very mindful of the ELPAC scores and use this information to drive instruction.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Orange	**Suspension Rate** Green
Mathematics Yellow		

Conclusions based on this data:

Due to school closures in March of 2020, our third through fifth grade students were not given to opportunity to take the CAASPP assessment in May of 2020 which has driven us to look at local assessments more closely for the data information needed to drive instruction. When analyzing the STAR 360 data in Reading , Early Literacy, and Math Elm St. School was on a positive trajectory of growth in all grade levels in Reading and Early Literacy in English and Spanish when comparing Fall 2019-20 and Winter 2019-2020 Scale Scores (SS) and Percentile Data. Elm St. School was closing the achievement gap. As a result, Elm St. School has reviewed CAASPP and STAR 360 data and agreed on School Wide goals and Instructional "Look For" focuses in order to drive the Professional Learning Communities (PLC) during the 2020-2021 academic year. Elm St. School is doing very well overall in the area of Absenteeism, but we have put some new procedures in place to increase our Attendance Rate as well as kept procedures that have supported an overall increase in attendance. Classrooms are rewarded after 5, 10, 15 and 25 days of consecutive days of perfect attendance with positive incentives. Classrooms are also able to fill in a Perfect Attendance Banner. A letter is filled in every time the class has perfect attendance. This perfect Attendance Banner does not have to be completed in consecutive days. When the banner is completely filled in the class receives a positive incentive. Each of these strategies have been put in place to focus on the positive. The Attendance Tech and Counselor are also working directly with the students with disabilities to increase the overall attendance in this specific category. Individual incentives are given to students with a higher percentage rate of absenteeism. During Distance Learning, we will be recognizing one classroom per grade level with the highest percentage of attendance. We will have goodie bags filled with attendance incentives. Elm St. Schools overall suspension rate is very low. As the I continue as Principal and no longer the Interim Principal, I will continue to implement the strategies of Restorative Justice in order to decrease the rate of suspension in the student group of students with disabilities. I have also been working with the Counselor and Classroom teachers to look at other alternatives for Suspension. The implementation of CHAMPS in every classroom has also supported a low suspension rate and we will continue to use CHAMPS strategies to continue to lower our overall suspension rate.

School and Student Performance Data

Academic Performance
English Language Arts

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
0	3	0	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Orange	Orange	No Performance Color
70.7 points below standard	75.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++9.4 points	Increased ++10.8 points	1
304	243	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	75.1 points below standard	112.8 points below standard
4	Increased ++9.8 points	Increased Significantly ++23.8 points
	267	37

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color 0 Students	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange 70.4 points below standard Increased ++10.1 points 296	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
111.9 points below standard Increased ++10.1 points 143	22.5 points below standard Increased ++3.4 points 100	67.2 points below standard Maintained -1.6 points 53

Conclusions based on this data:

Due to school closures in March of 2020, our third through fifth grade students were not given to opportunity to take the CAASPP assessment in May of 2020 which has driven us to look at local assessments more closely for the data information needed to drive instruction. When analyzing the STAR 360 data in both Reading and Early Literacy, Elm St. School was on a positive trajectory of growth in all grade levels in Reading and Early Literacy in English and Spanish when comparing Fall 2019-20 and Winter 2019-2020 Scale Scores (SS) and Percentile Data. Currently our Fall 2020-2021 data reveals that our students regressed in comparison to State and District comparisons in both Reading and Math STAR 360 data, except in the area of STAR Reading Spanish Proficiency Rate (District Benchmark). Elm St. School has an overall 4.2 increase as compared to the District Benchmark. When we look at the Leading indicators of student achievement in reading: Star Reading Proficiency Rate (District Benchmark), Elm St. School has an overall lower proficiency of 8%, and the Urgent Intervention group is 10.9% higher as compared to the District benchmark. In the State Benchmark, Elm St. School has an overall lower proficiency of 10.8%, and the Urgent Intervention group is 21.2% higher as compared to the state benchmark. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 6.3% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 6.3% of students as compared to the District. When we look at the Leading indicators of student achievement in early literacy: Star Early Literacy English Proficiency Rate (District Benchmark), Elm St. School has an overall lower proficiency of 16.3%, and the Urgent Intervention group is 10.8% higher as compared to the District benchmark. in the area of star Early Literacy Spanish Proficiency Rate (District Benchmark), Elm St. School has an overall lower proficiency of 3.9%, and the Urgent

Intervention group is 0.4 less as compared to District benchmarks. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 10% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 10% of students as compared to the District. As the instructional leader, I need to re-interact and recognize the positive trajectory of growth that Elm St. School was on prior to March of 2020. As the instructional leader, I am also very aware of the significant loss of instruction that took place during Distance Learning as compared to the District Benchmarks. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students during these challenging times of the COVID-19 Pandemic, and provide the best First Instruction to our students via Distance Learning.
In all four domains of Reading, Writing, Listening and Research & Inquiry SBAC All Grades ELA/Lit Summative for the 2018-19 academic year the percentage increased in the Above Standard Area which is positive growth. In the domains of Reading, Writing and Research & Inquiry for the 2018-19 academic year the percentage rate increased in the Near Standard Area which is also positive growth. in the domain of Reading the percentage of students decreased in the Below Standard Area which is also positive growth. We want to see the least amount of students in the Below Standard Area, and increase our percentage rates in the Near Standard Met and the Above Standard Met. The area of greatest concern is the percentage of students in the Below Standard Met in the four domains of Reading, Writing, Listening and Research & Inquiry. In the area of ELA Cohort data: Distance From Met (DFM) the current fifth graders decreased/closed the achievement gap by 29.6%. Unfortunately, the current fourth graders increased the DFM by 7.5%. In order to address the areas of greatest concern, the entire Elm St. School Staff has committed to working in Professional Learning Communities (PLC's). The Elm St. School Staff is being provided with PLC time during the instructional day for an hour twice a month to meet as a grade level to work on addressing these concerns. PLC time is also being provided three times a month on Tuesday afternoons for at least an hour if not more. Grade level teams have also been working together for an additional hour during the week to continue collaborating. PLC time is dedicated time to working as a team to collaborate regarding best teaching practices in the area of Writing and Math, which are our two areas of focus for the year. There is an agenda provided for the PLC time. The areas of focus are discussed during the monthly Leadership Team meeting. PLC time will also be focused on reviewing student data as well as looking at student work samples. After reviewing student data on a six to eight week cycle, teachers will decide how to modify the small group interventions that are taking place during the day with the support of the two Intervention Support Providers and the Reading Specialist.

School and Student Performance Data

Academic Performance
Mathematics

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Yellow	No Performance Color
76.5 points below standard	79.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++4.7 points	Increased ++4.2 points	1
304	243	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	80.5 points below standard	122.6 points below standard
4	Increased ++4 points	Increased Significantly ++15.1 points
	267	37

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Yellow 76.4 points below standard Increased ++4.4 points 296	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
98.9 points below standard Maintained -0.6 points 143	52.3 points below standard Increased ++8 points 100	76.3 points below standard Maintained -0.5 points 53

Conclusions based on this data:

Due to school closures in March of 2020, our third through fifth grade students were not given to opportunity to take the CAASPP assessment in May of 2020 which has driven us to look at local assessments more closely for the data information needed to drive instruction. When analyzing the STAR 360 data in Math, Elm St. School was on a positive trajectory of growth in all grade levels in Math when comparing Fall 2019-20 and Winter 2019-2020 Scale Scores (SS) and Percentile Data. Math continues to be the area of strength at Elm St. School as a whole. Currently our Fall 2020-2021 data reveals that our students regressed in comparison to State and District comparisons in Math STAR 360 data. When we look at the Leading indicators of student achievement in math: Star Math Proficiency Rate (District Benchmark), Elm St. School has an overall lower proficiency of 0.8%, and the Urgent Intervention group is .4% lower as compared to the District benchmark. In the area of Student Growth Percentile (SGP), Elm St. School is has an overall lower percentage of 7.2% of students in the high growth area. Elm St. School also has an overall larger group of students in the low growth rate of 7.2% of students as compared to the District. As the instructional leader, I need to re-interact and recognize the positive trajectory of growth that Elm St. School was on prior to March of 2020. AS the instructional leader, I am also very aware of the significant loss of instruction that took place during Distance Learning as compared to the District Benchmarks. As a site team, we have established our School-Wide goals and Instructional "Look Fors" with this data at the forefront. We will continue to work as a Professional Learning Community and go through the Cycle of Inquiry to meet the needs of our students during these challenging times of the COVID-19 Pandemic, and provide the best First Instruction to our students via Distance Learning.

In all three mathematical domains of Concepts & Procedures, Problem Solving & Modeling/Data Analysis and Communicating Reasoning the percentage of students in the Above Standard Area increased in the 2018-19 academic year. In the area of Concepts & Procedures and Problem Solving & Modeling/Data Analysis the percentage of students decreased in these two areas which is positive. What is the greatest concern is that in all three domains the percentage of students in the Below Standard Area increased. In the area of Math Cohort data: Distance From Met (DFM) the current fifth graders decreased/closed the achievement gap by 23/3%. Unfortunately, the current fourth graders increased the DFM by 8.0% In order to address the areas of greatest concern, the entire Elm St. School Staff has committed to working in Professional Learning Communities (PLC's). The Elm St. School Staff is being provided with PLC time during the instructional day for an hour twice a month to meet as a grade level to work on addressing these concerns. PLC time is also being provided three times a month on Tuesday afternoons for at least an hour if not more. Grade level teams have also been working together for an additional hour during the week to continue collaborating. PLC time is dedicated time to working as a team to collaborate regarding best teaching practices in the area of Writing and Math, which are our two areas of focus for the year. The areas of focus are discussed during the monthly Leadership Team meetings. In the area of Math, math journals will be implemented in order to increase the rigor and including more writing during math instruction to address the areas of greatest concern. As a staff, we will also be using resources from Jo Boaler and access her Youcubed website. In the area of mathematics, growth mindset concepts will be implemented into the daily routine like Number Talks. The teachers that went to the summer math training on growth mindset will be leading professional development opportunities during the November SIP Day as well as Staff meetings dedicated to Professional Development during the year.

School and Student Performance Data

Academic Performance
English Learner Progress

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
49.8 making progress towards English language proficiency
Number of EL Students: 301
Performance Level: Medium

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
16.6	33.5	1.6	48.1

Conclusions based on this data:

During the 2018-19 Academic year, 51 students were re-classified. During the 2019-20 academic year, 18 students were re-classified. In March 2020, due to the COVID-19 pandemic and school closures, we did not administer the ELPAC test which was scheduled to start the week of March 16, 2020. Teachers continue to have a designated ELD block via Distance Learning, which focuses on the four domains.
Elm St. School student's are progressing from Level 1:Beginning Stage to Level 4:Well Developed at a moderate level. Students in the Level 4: Well Developed Category and Level 3: Moderately Developed Category are at 60.5% This is a significant number of our students progressing from the lowest to the highest level on English Language Proficiency Assessments for California (ELPAC).

School and Student Performance Data

Academic Performance
College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue
0	2	1	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Yellow	No Performance Color
5.2	3.8	Less than 11 Students - Data Not Displayed for Privacy
Increased +0.6	Increased +0.5	1
592	445	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Green
30.8	5.7	5.7
13	Increased +0.6	Declined -5
	530	70

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
1	0	0	3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	No Performance Color
5.4	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	0
Increased +0.6	1	2	Maintained 0
574			11

Conclusions based on this data:

Elm St. School is doing very well overall in the area of Absenteeism, but we have put some new procedures in place to increase our Attendance Rate as well as kept procedures that have supported an overall increase in attendance. Classrooms are rewarded after 5, 10, 15 and 25 days of consecutive days of perfect attendance with positive incentives. Classrooms are also able to fill in a Perfect Attendance Banner. A letter is filled in every time the class has perfect attendance. This perfect Attendance Banner does not have to be completed in consecutive days. When the banner is completely filled in the class receives a positive incentive. Each of these strategies have been put in place to focus on the positive. The Attendance Tech and Counselor are also working directly with the students with disabilities to increase the overall attendance in this specific category. Individual incentives are given to students with a higher percentage rate of absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2019 Fall Dashboard Graduation Rate by Year	
2018	2019

Conclusions based on this data:

N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	0	3	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Blue	No Performance Color
0.7	0.4	Less than 11 Students - Data Not 1
Maintained +0.2	Maintained +0.2	
603	453	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
0	0.7	1.4
13	Maintained +0.2	Declined -0.3
	538	70

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color Less than 11 Students - Data 1			No Performance Color Less than 11 Students - Data 3
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green 0.7 Maintained +0.2 585	No Performance Color Less than 11 Students - Data 1	No Performance Color Less than 11 Students - Data 2	No Performance Color 0 Maintained 0 11

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.5	0.7

Conclusions based on this data:

Elm St. School's overall suspension rate is very low. I am continuing to implement the strategies of Restorative Justice in order to decrease the rate of suspension in the student group of students with disabilities. I have also been working with the Counselor and Classroom teachers to look at other alternatives for Suspension. The implementation of CHAMPS in every classroom has also supported a low suspension rate and we will continue to use CHAMPS strategies to continue to lower our overall suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts (ELA)	2018-2019 CAASPP Results by Grade Level: Grade 3 - 15% of students scored in the met/exceeded CAASPP score range Grade 4 - 27% of students scored in the met/exceeded CAASPP score ranges Grade 5 - 24% of students scored in the met/exceeded CAASPP score ranges Overall, in grades 3-5, 22% of students scored in the met/exceeded range on the CAASPP.	Grade 3: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards. Grade 4:Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards. Grade 5: Students will demonstrate growth by moving one or two levels across the different bands in the ELA

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.
CAASPP Mathematics	2018-2019 CAASPP Results by Grade Level: Grade 3 - 15% of students scored in the met/exceeded CAASPP score ranges Grade 4 - 15% of students scored in the met/exceeded CAASPP score ranges Grade 5 - 6% of students scored in the met/exceeded CAASPP score ranges Overall as a school,12% of students scored in the met/exceeded CAASPP score ranges in grades 3rd-5th.	Grade 3: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards. Grade 4: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards. Grade 5: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.
ELPAC - Reclassification	In the 2019-20 school year, 18 English Learners Learners (ELL) met the CELDT/ELPAC criteria and were reclassified. Due to school closures, ELL students were not able to take the ELPAC 2020 assessment.	15% of English Learners will meet the ELPAC criteria to be reclassified.
STAR Early Literacy (Fall 2020)	The percentage of students who scored At or Above:	

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Kindergarten: English - 27% & Spanish- 59% Grade 1: English- 20% & Spanish - 53%	Kindergarten : At the end of each trimester, students will increase 10% on their STAR 360 Early Literacy benchmark in English & Spanish. In addition 75% of all students will read CVC words in English and Spanish with 80% accuracy with prompting and support. Grade 1: At the end of each trimester, students will increase 10% on their STAR 360 Early Literacy benchmark in English & Spanish
STAR Reading (Fall 2020)	The percentage of students who scored At or Above: Grade 2: English - 19% & Spanish 62% Grade 3: English - 16% & Spanish 72% Grade 4:.English 17% & Spanish 53% Grade 5: English -12% & Spanish 55%	Grade 2: At the end of each trimester, students will increase 10% on their STAR 360 Reading benchmark in English & Spanish Grade 3: At the end of each trimester, students will increase 10% on their STAR 360 Reading benchmark in English & Spanish Grade 4: At the end of each trimester, students will increase 13% on their STAR 360 Reading benchmark in English & Spanish Grade 5: At the end of each trimester, students will increase 10% on their STAR 360 Reading benchmark in English & Spanish
STAR Math (Fall 2020)	The percentage of students who scored At or Above: Grade 1: English- 45% Grade 2: English - 27%	Grade 1: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Grade 3: English - 22% Grade 4:.English 24% Grade 5: English -12%	Grade 2: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark. Grade 3: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark. Grade 4: . At the end of each trimester, students will increase 30% on their STAR 360 Math benchmark. Grade 5: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark.
ESGI (Fall 2020)	This assessment is for kindergarten only. The percentage of students who scored At or Above: Kindergarten: English -30 %	Kindergarten: By the end of the year, 75% of all students will recognize numbers 0-20 out of order with 100% accuracy

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Provide time, through grade level collaboration meetings for teachers to consistently meet weekly in a Professional Learning Community (PLC) forum for at least one hour to collaborate in order to increase the capacity of teachers to deliver effective data-driven instruction and to provide opportunities for teachers to collaborate to improve teaching and learning. Grade level collaboration is also a critical component of the Student Study Team process in order to share concerns regarding students, and provide intervention supports. Teachers develop intervention opportunities for struggling students, and once intervention data has been analyzed the next step

would be to follow up with Student Study Team process to document concerns and follow through with next steps to support student.

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

Amount(s)	Source(s)
	No additonal cost

Strategy/Activity 2

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

All students

Strategy/Activity

Ensure the appropriate time for language arts, mathematics, and ELD instruction at each grade level by monitoring daily classroom schedules and observations.

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

Amount(s)	Source(s)
	No additonal l cost

Strategy/Activity 3

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

Kindergarten Students

Strategy/Activity

Provide Kindergarten instructional support through the hiring of two (2) para-educators to augment the teaching and learning.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries
8,000.00	Title I 2000-2999: Classified Personnel Salaries Classified Salaries
2,432.00	Title I 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Leadership Team Retreat in Fall and Winter to review SPSA's goals and actions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Salaries
2,358.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Staff will continue implementation and monitoring of Accelerated Reader (AR), MyOn and Lexia programs for use by all students in grades K-5 to access non-fiction and fiction reading material. Incentives for achieving reading goals will be provided monthly via the Elm A.R. Store. Lexia is a new application focused on reading provided by the district, so that students can focus on skills they need to target based on the auto placement test.

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

Amount(s)	Source(s)
500.00	LCFF - Intervention 4000-4999: Books And Supplies Academic Incentives
	District Funded AR contract
	District Funded MyOn contract
	District Funded Lexia

Strategy/Activity 6

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

All students

Strategy/Activity

Staff will ensure the full implementation of the district adopted Wonders/Maraviillas ELA/ELD curriculum, and My Math mathematics curriculum, assessments, and support the CCSS for reading, ELD, and mathematics. In Grades Kindergarten, First and Second grade the implementation of the Dual Language Immersion (DLI) Biliteracy Unit Frameworks (BUF) will be implemented with fidelity.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

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

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

All students

Strategy/Activity

Continue implementation of Kindergarten through 5th grades Dual Language Immersion classes following the district's English Learner Master Plan.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

Kindergarten through fifth grade students

Strategy/Activity

Purchasing class novel sets in Spanish and enrich the library with English and Spanish reading books.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5,000	LCFF - Targeted 4000-4999: Books And Supplies Novel Sets in Spanish and enrich library with English & Spanish reading books

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

District Technology Technician will maintain equipment and software to support student learning through technology. During Distance Learning, each site was given opportunity to have a CANVAS lead teacher to support, guide and offer professional development at the site level. Elm St. School has two CANVAS lead teachers that are working together to provide the support, guidance and professional development at the site level.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: District Technology Technician
	District Funded 1000-1999: Certificated Personnel Salaries Certificated Salaries: CANVAS Lead Teacher

Strategy/Activity 10

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

All students

Strategy/Activity

Ensure confidentiality of documents and sensitive student information.

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

Amount(s)	Source(s)
500.00	Discretionary 5800: Professional/Consulting Services And Operating Expenditures Shred It Services

Strategy/Activity 11

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

Kindergarten through fifth grade students, the initial focus will be in the primary grades Kindergarten through second grade.

Strategy/Activity

District funded Instructional Support Provider (ISP) to provide small group reading intervention. In addition, one Title III funded Instructional Support Provider (ISP) will provide small group reading intervention to English Language Learners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Centralized Services 1000-1999: Certificated Personnel Salaries Certificated Salaries: Instructional Support Provider
19,360.00	Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries: Instructional Support Provider
3,804.00	Title III 2000-2999: Classified Personnel Salaries Certificated Benefits

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Use of publication services to support student instruction in the printing of materials. ELA, Mathematics, and ELD CCSS materials will be printed for teachers to access in implementation of systematic instruction using district adopted curriculum materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,002.00	Discretionary 5000-5999: Services And Other Operating Expenditures Graphics and Publications

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Subscriptions and Applications for devices will be purchased to enhance instruction and provide intervention when necessary. In addition, the purchase of any additional computer equipment that is not centrally funded.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15,000.00	LCFF - Intervention 5000-5999: Services And Other Operating Expenditures Subscriptions and Applications
2,305.00	Discretionary 4000-4999: Books And Supplies Computer Equipment

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Provide Attendance Incentives to classrooms and individual students that have made an overall improvement in attendance.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	LCFF - Intervention 4000-4999: Books And Supplies Attendance Incentives

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The STAR 360 Early Literacy, Reading, and Mathematics assessments will be administered at least 3 times a year to progress monitor students.

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Assessments

Strategy/Activity 16

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

Special Education Students

Strategy/Activity

Special Education students are being served by our Resource Specialist Teacher and the Speech and Language Therapist. Special Education students are also included with RTI, Tier 1 taking place within the classroom.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 17

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

Second through fifth grade students

Strategy/Activity

The Performance Task Assessments for English Language Arts and Mathematics will be administered to 2nd-5th grade students 3 times a year. Staff will input assessment results into IO, evaluate, and analyze results and use the information to inform instructional decisions.

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

Amount(s)	Source(s)
	District Funded Curriculum assessments
	District Funded IO Student Data Program

Strategy/Activity 18

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

All students

Strategy/Activity

iPads will be used to increase academics in language arts, mathematics, and ELD.

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

Amount(s)	Source(s)
	District Funded District 1:1 initiative

Strategy/Activity 19

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum

Strategy/Activity 20

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

All students

Strategy/Activity

Extra clerical support will be provided to support the preparation of classroom materials until November4, 2020. The extra clerical support position was eliminated during the 2019-2020 academic year, but the employee was not notified until September 3, 2020 by Classified Human Resources. As a result, the employee will be paid until November 4, 2020.

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

Amount(s)	Source(s)
3,000.00	Discretionary 2000-2999: Classified Personnel Salaries Classified Salaries
912.00	Discretionary 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 21

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Copy machines, laminator and duplo will be maintained for instructional support use. Walkie-Talkie's will be maintained for communication.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Centralized Services 5800: Professional/Consulting Services And Operating Expenditures Maintenance Agreements
1,000.00	LCFF - Targeted 4000-4999: Books And Supplies Laminating Film
600.00	Discretionary 5000-5999: Services And Other Operating Expenditures Laminating Maintenance Agreement
850.00	Discretionary 5000-5999: Services And Other Operating Expenditures Duplo Maintenance Agreement
200.00	Discretionary 5000-5999: Services And Other Operating Expenditures Walkie-Talkie Repairs

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Soccer Equipment will be purchased so that students can take advantage of the grass area when students reurn to campus. In addition, students can participate in group activities to promote a healthy, active lifestyle.

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

Amount(s)	Source(s)
5,000.00	LCFF - Intervention 4000-4999: Books And Supplies Soccer Goal Posts, nets, and soccer balls

Strategy/Activity 24

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

All students

Strategy/Activity

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

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

Amount(s)	Source(s)
	District Funded 6000-6999: Capital Outlay Equipment

Strategy/Activity 25

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

All students

Strategy/Activity

Purchase of materials & supplies and warehouse to support student instruction.

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

Amount(s)	Source(s)
19422.00	Discretionary 4000-4999: Books And Supplies Instructional Materials and Supplies
16,369.00	Title I 4000-4999: Books And Supplies Instructional Materials and Supplies
5,065.01	LCFF - Targeted 4000-4999: Books And Supplies Instructional Material and Supplies
11,014.00	LCFF - Intervention 4000-4999: Books And Supplies Instructional Materials and Supplies

Strategy/Activity 26

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

All students: DLI Program

Strategy/Activity

Provide specific DLI training and support for the 50/50 and 80/20 DLI programs and biliteracy instructional materials implementation.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 27

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

Strategy/Activity

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

Strategy/Activity 28

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

GATE Students

Strategy/Activity

GATE students will be provided differentiation of instruction within the regular education classroom to academically challenge them. Principal has started a Reading Club to include GATE identified, and a group of Non-GATE identified 4th and 5th graders. The Reading Club started January 2020. Currently in the 2020-21 academic year, the 5th grade group started a Novel Study in September 2020 via Zoom, and meet twice a week for an hour. The 4th grade Reading Club will start after the 5th grade club ends their Novel Study.

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

Amount(s)	Source(s)
	No Extra Cost

Strategy/Activity 29

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

All students

Strategy/Activity

Professional Development opportunities for all teachers in Language Arts, Mathematics, Technology and Science to fully implement curriculum. The Math Manager, Science Instructional Specialist and Technology TOSA will support teachers in the classroom for full program implementation. Elm St. School is the Academy of Environmental and Life Science & Mathematics, and extra focus and attention will be put in our strand focus to achieve our academic goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 5000-5999: Services And Other Operating Expenditures Professional development
	District Funded 1000-1999: Certificated Personnel Salaries Technology TOSA
	District Funded 1000-1999: Certificated Personnel Salaries Math Manager
	District Funded 1000-1999: Certificated Personnel Salaries Science Instructional Specialist
13,000.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries CANVAS Professional development
2,555.00	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 30

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Provide, at minimum, 45 minutes of daily designated ELD for students within all ELPAC levels.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 31

Students to be Served by this Strategy/Activity

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

All students: DLI Program

Strategy/Activity

Teaching for Biliteracy Institute will provide support for teachers on the implementation of Biliteracy Unity Frameworks (BUFS) and the implementation of biliteracy strategies.

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Teaching for Biliteracy Institute Contract

Strategy/Activity 32

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

All students

Strategy/Activity

K-5 SEI teachers will receive designated and integrated ELD professional development and DLI teachers will receive biliteracy professional development.

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

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

Strategy/Activity 33

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

All students needing intervention in the area of Language Arts or Math.

Strategy/Activity

After-School Tutoring will be provided by a group of teachers three times a week for 45 to an hour of intervention.

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

Amount(s)	Source(s)
10,000.00	Title I 1000-1999: Certificated Personnel Salaries After-School Tutoring
1,965.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Salaries

Strategy/Activity 34

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

Strategy/Activity

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

Strategy/Activity 35

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

Strategy/Activity

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

Strategy/Activity 36

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

All students.

Strategy/Activity

Provide K-5 teachers with professional development on mathematical reasoning. ST Math is a new math application purchased by the district to support all students in their development of mathematical reasoning.

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

Amount(s)	Source(s)
	District Funded Professional Development
	Centralized Services 5800: Professional/Consulting Services And Operating Expenditures ST Math

Strategy/Activity 37

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

Strategy/Activity

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

Strategy/Activity 38

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

Strategy/Activity

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

Strategy/Activity 39

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 40

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to school closures in March of 2020, our third through fifth grade students were not given to opportunity to take the CAASPP assessment in May of 2020 which has driven us to look at local assessments more closely for the data information needed to drive instruction. When analyzing the STAR 360 data in Reading, Early Literacy and Math, Elm St. School was on a positive trajectory of growth in all grade levels in Reading, Early Literacy and Math in English and Spanish when comparing Fall 2019-20 and Winter 2019-2020 Scale Scores (SS) and Percentile Data. Meeting as grade level teams and focusing on the Professional Learning Community cycle of inquiry guide teachers, and the data at Elm St. School confirmed the importance of meeting in Professional Learning communities with fidelity. Teacher collaboration by grade level was provided twice a month during the instructional day, as well as three times a month after-school to be able to

collaborate on best teaching practices and monitor student growth with fidelity. Our current STAR 360 data in Reading, Early Literacy and Math reflects the challenges the Elm St. School community has encountered through Distance Learning. The changes described in the SPSA 2019-2020 supported the positive trajectory which was the following: To address the issue with teacher collaboration, during the 2019-20, a PLC calendar has been developed. The Principal will hold a Leadership Team meeting the first Monday of the month followed by a PLC meeting the next day. There will only be one Staff meeting a month and the rest of the Tuesdays will be dedicated to PLC/grade level meetings. In addition, the 2 Intervention Support Providers (ISPs) along with the Principal will be covering classes in order to provide an additional PLC time to take twice a month for each grade level. During the 2019-20 academic year, only 2 ISPs will be hired to continue with Tier 2 intervention as well as providing support to teachers to meet for PLC collaboration twice a month.

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

Our current STAR 360 data in Reading, Early Literacy and Math reflects the challenges the Elm St. School community has encountered through the closing of school due to the COVID-19 Pandemic and Distance Learning.

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

The Instructional Leader is documenting a systematic approach to visiting classrooms to focus on School-Wide Goals, and the Instructional "Look Fors" in order to give immediate positive feedback. Instructional Leaders goal is to visit one grade level a day and take anecdotal notes in order to observe daily routines and teaching practices, and provide support and guidance to ensure Common Core State Standards are being taught with fidelity at a rigorous level.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	School suspension rate was 0.15%, less than 1%.	Continue to maintain 1% or lower suspension rate.
Attendance	Continue to monitor attendance via A2A and have the ORC and Attendance Tech continue early intervention. ADA was 96%.	Maintain a 97% ADA via parent mini-SARB meetings and communication from school to home on the importance of attendance.
Office Discipline Referals	Use PBIS and counselor support to continue to promote positive behavior. Office discipline referrals were 15%.	Reduce office discipline referrals by 10% through the use of office discipline referral forms which facilitate more teacher interventions, and ongoing PBIS training for all staff. Structured recess time activities to reduce the number of disciplinary matters during unstructured time. In addition to building and strengthening relations with Elm families through parent nights and community events.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

School Counselor and Outreach Consultant (ORC) to provide support for students and families in the areas of attendance, community resources, Distance Learning and resiliency.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Centralized Services 2000-2999: Classified Personnel Salaries Classified salary: Outreach Consultant
	Centralized Services 2000-2999: Classified Personnel Salaries Certificated Salary: School Counselor
	Centralized Services 2000-2999: Classified Personnel Salaries Classified Salary: Attendance Technician

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Continue implementation of attendance incentive programs and trimester awards recognition assemblies to encourage daily attendance and reduce tardiness. Trimester awards recognition assemblies will recognize students who achieve attendance, behavior, and academic goals. During Distance Learning, we will provide monthly attendance incentives by grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	LCFF - Targeted 4000-4999: Books And Supplies Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

CHAMPS expectation assemblies will be held to set and review expectations led by fifth grade student leaders.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded CHAMPS Program

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Implement and monitor appropriate behaviors school-wide through continued implementation of PBIS and CHAMPS. The PBIS Committee will meet monthly with the Leadership Team to discuss next steps for campus wide implementation and teacher requests for behavior support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 5

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

All students

Strategy/Activity

School Counselor and ORC to coordinate and provide drug, alcohol, tobacco, and bullying prevention education (i.e. Red Ribbon Week, Unity Day, Straight Up, FNL, and Never give up, Encourage others and Do your best (NED).

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

Amount(s)	Source(s)
	No additional cost
	School Counselor (see goal 2, action1)
	ORC (see goal 2, action 1)

Strategy/Activity 6

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

All students

Strategy/Activity

Review and update Comprehensive Safe School Plan (CSSP) annually with Safety Committee, Elm St. School Staff, SSC & ELAC.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All students. Extra focus and attention is given to at risk students, Special Education students, Foster and Homeless student population to ensure wrap around services.

Strategy/Activity

The School Counselor will provide support to students and families in the early evening hours. We want to ensure that we are able to provide services to students once families get home from work, and are not able to be reached during the normal school hours.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10,000.00	Title I 1000-1999: Certificated Personnel Salaries Counselor
1,965.00	Title I 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Share safety drill assessment results with staff and additionally with parents during site meetings. Elm St. School participated in the Reunification Drill on March 6, 2020 which included Elm St. School Staff (Certificated & Classified), Risk Management Department and City of Oxnard Reunification Drill Team. Preparing for the Renunciation Drill was a valuable opportunity to ensure safety of entire Elm St. Community of students, families and Staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All students. Extra focus and attention is given to at risk students, Special Education students, Foster and Homeless student population to ensure wrap around services.

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups. Counseling services will be referred to community agencies at the discretion of school counselor. Ventura County Behavioral Health Agency with the staff of Logrando Bienestar/Achieving Well-Being has been an instrumental component to provide services for our Elm St. School Community.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	School Counselor (see goal 2, action 1)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Student discipline data will be monitored at intervals throughout the year to ensure Restorative Justice practices are effective practices and lowering suspension rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

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

All students

Strategy/Activity

The staff will follow the Multi-Tiered System of Supports (MTSS) process for behavior and social-emotional issues. The PBIS Committee will evaluate the MTSS Pyramid and give suggestions to teachers for behavior support in the classroom.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 12

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

All students

Strategy/Activity

All staff and students will participate in monthly fire drills, one earthquake drill a trimester and a lockdown drill annually to ensure our safety procedures are appropriate. Elm St. School participates in the California Great Shake Out (Earthquake Drill) in October to be in solidarity with California and ensure we are following safety procedures.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

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

All students

Strategy/Activity

All staff and students will participate in a Priority 1 and a Priory 2 lockdown drill at least once a year with support from Oxnard Police Department.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 14

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

Strategy/Activity

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

Strategy/Activity 15

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

All students

Strategy/Activity

The Safety Committee will review, update and monitor the Comprehensive Safe School Plan and make revisions as necessary.

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

Amount(s)	Source(s)

	No additional cost

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The School Counselor, Attendance Technician and Outreach Consultant (ORC) will monitor student attendance. Support to all students and families will be provided community resources, to those families that need extra support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ORC (see goal 2, action 1)
	School Counselor (see goal 2, action1)
	Attendance Technician (see goal 2, action 1)

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Employ 5 Campus Supervisors. Campus Supervisors will monitor students before school, ingress, all recesses, lunches, dismissal, and egress. In March of 2020, when we encountered school closures due to COVID-19 pandemic the campus supervisors supported all students by being readily available to support with material distribution, as well as providing social emotional support to a group of students by reaching out by making weekly telephone calls. As we continue this year with Distance Learning, the campus assistants have continued to provide support with material distribution, office support, and most importantly by providing social emotional support to a group of students that need weekly phone calls.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries
1,000.00	Discretionary 2000-2999: Classified Personnel Salaries Monthly Meetings
304.00	Discretionary 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 18

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

All students

Strategy/Activity

Referrals will be made to School Counselor, and Outreach Consultant (ORC) when necessary to support students and families by providing access to community services/wrap around services. Referral process will be through teachers, Coordinated Student Team (CST) or Student Success Team (SST).

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

Amount(s)	Source(s)
	ORC (see goal 2, action 1)
	School Counselor (see goal 2, action 1)

Strategy/Activity 19

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

All Students

Strategy/Activity

CHAMPS posters will be posted in classrooms and common areas for clear behavioral expectations. During Distance Learning, CHAMPS has shifted to include virtual expectations during synchronous instruction.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 20

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

All students

Strategy/Activity

Students will be trained on digital citizenship and internet safety.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 21

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

All students

Strategy/Activity

Classrooms and campus grounds will be kept in good and clean repair to ensure a safe learning environment. The Custodial team at Elm St. School has been instrumental in providing a safe and especially a clean environment by placing extra attention to detail in
this time during the COVID-19 Pandemic.

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

Amount(s)	Source(s)
	No additional cost
2,000.00	Discretionary 2000-2999: Classified Personnel Salaries Custodial Over time
608.00	Discretionary 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 22

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

All students

Strategy/Activity

School Counselor will support teachers and students to complete Panorama Survey. Students will participate in the Panorama Survey (Kindergarten to Fifth Grade) and California Healthy Kids Survey (Third to Fifth Grade). Families will participate in the California School Parent Survey, and the staff will participate in California School Staff Survey for additional data collection related to social-emotional health.

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

Amount(s)	Source(s)
	School Counselor (see goal 2, action 1)

Strategy/Activity 23

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

Strategy/Activity

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

Strategy/Activity 24

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

Strategy/Activity

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

Strategy/Activity 25

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

Strategy/Activity

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

Strategy/Activity 26

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

Strategy/Activity
Students transitioning to 6th grade will participate in middle school presentations from all 3 OSD academies: Lopez, Frank, and Fremont to provide information to students.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

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

Fifth Grade Students Only

Strategy/Activity

School Counselor will lead after school clubs for students to participate in school activities: Leopards Spotlight Newspaper and Student Leaders.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost
	School Counselor (see goal 2, action 1)

Strategy/Activity 28

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

CST committee will meet weekly and SST committee will meet monthly, both to discuss student needs based on teacher referrals. Strategies will be developed and implemented in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

	ORC (see goal 2, action 1)
	School Counselor (see goal 2, action 1)

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Provide professional development to all staff in CHAMPS for positive behavior support interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Professional development
	School Counselor (see goal 2, action 1)

Strategy/Activity 30

Students to be Served by this Strategy/Activity

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

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

All students with an extra focus on Special Education, Foster and Homeless youth.

Strategy/Activity

All staff working with students with special needs will receive NCPI training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

	Professional development

Strategy/Activity 31

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

Strategy/Activity

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

Strategy/Activity 32

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

Strategy/Activity

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

Strategy/Activity 33

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

Strategy/Activity

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

Strategy/Activity 34

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

Strategy/Activity

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

Strategy/Activity 35
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2019-20

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

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

The social-emotional, health and well-being needs of students has been consistently met though the overall implementation of the strategies/activities on a consistent basis. In working with the School Counselor and ORC, we have identified the need to make our 5th grade student leaders take a more active role in this goal.

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

There are no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal in comparison to the previous year. There is no additional cost.

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

The incorporation of the Panorama Survey for third through fifth grade students has provided valuable data when implemented the Spring of 2020. Elm St. School had a very high percentage of third through fifth grade students participating in the survey during the time of school closures due to the COVID-19 pandemic. The data collected has been shared with teachers, and our school counselor has created small groups to address the data collected from the Panorama Survey. During the 2020-2021 Academic Year, the Panorama Survey has been modified to include Kindergarten through fifth grade students. The Panorama Survey will be administered three times throughout the school year, with guidance and support by School Counselor.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in School Sponsored Events	2019-2020 Data: Parent participation in school sponsored events as based on sign-in sheets: Back to School Night 75% ELAC Meetings average attendance was 15 SSC Meetings average attendance was 10 Fall Parent Conferences 85% Parent Classes average attendance was 35	Parent participation to family events will increase by 10% as measured by parent sign-in sheets at each sponsored school event.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Update Home-School Compact and Parental Involvement Policy. Share documents with all parent committees and school community.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 2

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

Kindergarten Students

Strategy/Activity

Kindergarten Orientation took place on the First Day of School via Zoom, to provide guidance and support via Distance Learning for students and families.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 3

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

All students

Strategy/Activity

The school site will provide Loving Solutions parent classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Counselor (see goal 2, action 1)
	ORC (see goal 2, action 1)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Fifth Grade Female students

Strategy/Activity

School Counselor will provide information and organize Mother Daughter classes for fifth grade female students and their mother/guardian. The Mother-Daughter classes have been scheduled to take place virtually via Zoom with a start date of January 2020. The classes are given by Ventura County Community Health Nurses Organization.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Counselor (see goal 2, action 1)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The school site will provide Ventura County Behavioral Health through Logrando Bienestar/Achieving Well-Being, and provide a series of mental health workshops to parents. The mental health workshops have been scheduled to take place virtually via Zoom with a start date of January 2020.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

The main focus was for Fifth grade students and their families

Strategy/Activity

School Counselor presented A-G parent education information, along with leading hands on STEM activities for families and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Counselor (see goal 2, action 1)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Monthly Coffee with the Principal meetings will be held with no set Agenda. Even though there is no set agenda, families have been actively participating to create a safer environment by addressing Elm Community concerns. The families that attended Coffee with the Principal in the 2019-2020 academic year worked collectively to ensure all students and families would be safe during ingress and egress by contacting the City of Oxnard and sharing their concerns with no stop sign or safe crossing area on the corner of Gissler and Fir St. The families with guidance and support from the Principal worked proactively to contact the City of Oxnard, and ultimately a new crossing area was created on the corner of Gissler and Fir St. A safe crossing area was made by installing a pedestrian signal with lights to alert oncoming traffic that a pedestrian is crossing in the newly painted area. Most topics that have been brought up by families are safety concerns regarding the Elm St. School surrounding areas, but the discussion of academic programs have also been brought to the forefront. During the 2020-2021 academic year, Coffee with the Principal is being held virtually via Zoom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
333.33	LCFF - Targeted 4000-4999: Books And Supplies Snacks & Beverages

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All students with an emphasis on English Language Learners via ELAC.

Strategy/Activity

Family involvement and input opportunities will be provided through School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings. Families of English Language Learners will be invited and encouraged to attend the Ventura County California Association of Bilingual Education (CABE) conference in the Fall. This year the CABE conference will be held virtually on October 9, 2020. The registration is only $12 per participant.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
295.00	Title III

	5000-5999: Services And Other Operating Expenditures Ventura County CABE Conference, Virtual Conference
666.66	LCFF - Targeted 4000-4999: Books And Supplies Snacks & Beverages

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

PTA parent involvement in planning and executing school activities and events will be provided and encouraged. PTA put extra emphasis on providing Field Trips during the 2019-2020 Academic year, but unfortunately most fieldtrips were cancelled. Most field trips were scheduled to begin the month of March, but with school closure due to the COVID-19 Pandemic the field trips had to be cancelled.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Use of the Blackboard Connect phone calling system, written home notices, school marquee, school website, and Class Dojo account regularly for school notifications to communicate with Elm St. School families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Translators made available for Back to School Night, parent-teacher conferences or any parent meeting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	Discretionary 2000-2999: Classified Personnel Salaries Classified salaries
500.00	Title I 2000-2999: Classified Personnel Salaries Classified salaries
	District Funded 1000-1999: Certificated Personnel Salaries Mixteco Translator
304.00	Discretionary 2000-2999: Classified Personnel Salaries

	Classified Benefits
152.00	Title I 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Childcare made available for meetings like SSC, ELAC, Coffee with the Principal and/or parent classes/workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500.00	Title I 2000-2999: Classified Personnel Salaries Classified Salaries
500.00	Discretionary 2000-2999: Classified Personnel Salaries Classified Salaries
152.00	Title I 2000-2999: Classified Personnel Salaries Classified Benefits
152.00	Discretionary 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

English Language Learners

Strategy/Activity

Families will provide feedback on the academic programs and English Learner needs through the EL Parent Needs Assessment survey.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

Special Education

Strategy/Activity

Encourage parents to attend IEP meetings and participate in the IEP process for students with special education needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,500.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Substitutes for general education teachers and RSP teacher
689.00	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 18

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

All students

Strategy/Activity

Encourage parents to attend and participate in Student Success Team (SST) meetings to discuss strategies for students academic, speech & language, social-emotional needs.

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

Amount(s)	Source(s)
2,000.00	Discretionary 1000-1999: Certificated Personnel Salaries Substitutes for general education teachers and RSP teacher
393.00	Discretionary 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 19

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

After School Program (ASP) students in first through fifth grade.

Strategy/Activity

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

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

Amount(s)	Source(s)
	ASES After School Program

Strategy/Activity 20

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

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

English Language Learners

Strategy/Activity

Encourage parents to attend ELD reclassification meetings in the Fall and Spring to celebrate student success.

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 21

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

Strategy/Activity

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

Strategy/Activity 22

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

Strategy/Activity

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

Strategy/Activity 23

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

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

Strategy/Activity

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

Strategy/Activity 24

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

All students

Strategy/Activity

Mail was sent home to families to increase communication, and increase student engagement. Letters and packets were mailed via postal service for further communication and student engagement between the school and the home. We increased postage by $300 during the 2020-2021 Academic year to account for the number of letters, and student packets that needed to be mailed due to school closures and the COVID-19 pandemic.

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

Amount(s)	Source(s)
500.00	Discretionary 5900: Communications Postage

Strategy/Activity 25

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

Strategy/Activity

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

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 28

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

Strategy/Activity

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

Strategy/Activity 30

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

Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 31

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

Strategy/Activity

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

Strategy/Activity 32

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

Strategy/Activity

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

Strategy/Activity 33

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 34

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 35

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth which has been consistently met though the overall implementation of the strategies/activities on a consistent basis. The strategies/activities from the 2019-2020 academic year will continue during the 2020-2021 academic year to achieve the articulated goals with a few changes. Since the school closures in March 2020, we have had to conduct our parent meetings virtually via Zoom and this has been a very positive experience. Families have been able to actively participate in SSC, ELAC and Coffee with the Principal without having to leave their families, place of business or work. Families have been able to actively participate without feeling the pressure of time constraints since we are holding meetings virtually. Once school resumes, I am going to continue to offer families the opportunity to meet on the school campus or meet virtually.

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

There are no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal in comparison to the previous year. There is no additional cost.

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

There are no changes that have been made to this goal other than now being able to connect with families virtually.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$90,406.00
Total Federal Funds Provided to the School from the LEA for CSI	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$191,727.00

Other Federal, State, and Local Funds

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

Federal Programs	Amount ($)
Title I	$52,035.00
Title III	$23,459.00

Subtotal of additional federal funds included for this school: $75,494.00

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

State or Local Programs	Amount ($)
Discretionary	$37,552.00
LCFF - Intervention	$36,203.00
LCFF - Targeted	$42,478.00

Subtotal of state or local funds included for this school: $116,233.00

Total of federal, state, and/or local funds for this school: $191,727.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	37,552.00	0.00
Title I	52,035.00	0.00
Title III	23,459.00	0.00
LCFF - Targeted	42,478.00	0.00
LCFF - Intervention	36,203.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	37,552.00
LCFF - Intervention	36,203.00
LCFF - Targeted	42,478.00
Title I	52,035.00
Title III	23,459.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	Discretionary	2,393.00
2000-2999: Classified Personnel Salaries	Discretionary	9,780.00
4000-4999: Books And Supplies	Discretionary	21,727.00
5000-5999: Services And Other Operating Expenditures	Discretionary	2,652.00
5800: Professional/Consulting Services And Operating Expenditures	Discretionary	500.00
5900: Communications	Discretionary	500.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	4,189.00

4000-4999: Books And Supplies	LCFF - Intervention	17,014.00
5000-5999: Services And Other Operating Expenditures	LCFF - Intervention	15,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	29,913.00
4000-4999: Books And Supplies	LCFF - Targeted	12,565.00
1000-1999: Certificated Personnel Salaries	Title I	23,930.00
2000-2999: Classified Personnel Salaries	Title I	11,736.00
4000-4999: Books And Supplies	Title I	16,369.00
1000-1999: Certificated Personnel Salaries	Title III	19,360.00
2000-2999: Classified Personnel Salaries	Title III	3,804.00
5000-5999: Services And Other Operating Expenditures	Title III	295.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	163,713.01
Goal 2	16,377.00
Goal 3	11,636.99

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Rosario V. Almanza	Principal
Erica Cahue, Vice President	Classroom Teacher
Jose Torres, Parliamentarian	Classroom Teacher
Patricia Ambriz	Classroom Teacher
Veronica Hernandez, Secretary	Other School Staff
Bertha Martinez, President	Parent or Community Member
Mirna Rojas	Parent or Community Member
Alberto Martinez	Parent or Community Member
Ramona Centeno	Parent or Community Member
Selena Rodriguez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Committee or Advisory Group Name	Signature
School Site Council	Bertha Mtz. 10-12-2020
English Learner Advisory Committee	10-12-2020

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

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

This SPSA was adopted by the SSC at a public meeting on October 12, 2020.

Attested:

Rosario V. Almanza

Bertha Mtz.

Principal, Rosario V. Almanza on October 12, 2020	10-12-2020
SSC Chairperson, Bertha Martinez on October 12, 2020	10-12-2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

Stakeholder Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary

Appendix A: Plan Requirements for Title I Schoolwide Programs

Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements

Appendix C: Select State and Federal Programs

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

   a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

      ii. increase the amount and quality of learning time, and

      iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

   c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

      i. strategies to improve students' skills outside the academic subject areas;

      ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

      iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

      iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

      v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:
Programs included on the Consolidated Application: https://www.cde.ca.gov/fg/aa/co/
ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
Available Funding: https://www.cde.ca.gov/fg/fo/af/

Developed by the California Department of Education, January 2019