

School Year: **2020-21**



School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Cesar E. Chavez K-8 School	56725386055321	October 15, 2020	November 4, 2020

Purpose and Description

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

Schoolwide Program

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

Cesar E. Chavez School is an kindergarten through eighth grade school where we believe every student can succeed. This year students started the year using their district issued iPad through distance learning where they are learning via synchronous, asynchronous, and independent time. Although the daily Zoom classes and distance learning obstacles remain, we continue to keep the bar high and provide rigorous instruction. Chavez School will meet the Every Student Succeeds Act (ESSA) requirements by; building a strong PLC community amongst staff with a focus on The Cycle of Inquiry, following the MTSS pyramid with fidelity, growing our DLI program that's in its 7th year, establishing a PBIS team focused on providing a safe and positive environment, connecting our academy strand (CALCAT) to learning, and actively involving all stakeholders to help create and monitor goals.

Low test scores have been a motivation for staff to rethink systems, analyze best strategies, and for how data is analyzed. The staff at Chavez is working weekly to build strong Professional Learning Communities (PLC's) and collaborating with grade level and vertical teams to improve student learning. The foundation of all PLC meetings will focus on at least one of DuFour's critical questions for a PLC; (1) What do we expect our students to learn? (2) How will we know they are learning? (3) How will we respond when they don't learn? (4) How will we respond if they already know it? PLC's will use these questions to revisit first instruction practices, establish a school-wide focus on writing, create standards based lessons using evidence based practices, and analyze data to drive instruction while implementing interventions. In addition, the Cycle of Inquiry is enabling teachers to analyze evidence, determine a focus, implement supports, and analyze impact. General Education teachers will team up with Special Education teachers, paraeducators, and ISP's to provide daily targeted interventions to subgroups such as EL's and students with disabilities. The leadership team will facilitate this work in their PLC's.

In addition to a strong PLC system, Chavez staff implements a multi-tiered system of support (MTSS) for students with targeted interventions. Extended learning opportunities for students include remediation and enrichment opportunities for students. Based on data analysis, students will be provided with extended learning opportunities as scaffolded by the MTSS tiers. Analysis of formative data and continued progress monitoring will provide key information to teachers to place students in correct interventions. Student monitoring meetings with grade level teams and administration will provide an additional structure for data analysis. The staff has a process for students at Tier I – Level Intervention where students are identified through the Coordination of Services Team (CST) and Student Success Team (SST). Tier II and Tier III level intervention services are provided by teachers during Universal Access, English Language Development, Intervention Support Providers in small group settings, and K-1 Para educators within a small group setting.

Our DLI program is now in it's 7th year with DLI students in grades K-6. All classes in kindergarten, first, and second grade are DLI classes and teachers are using designed, content-based units. Teachers in all DLI classes will continue to make connections between the languages for students to ensure language proficiency, support academic vocabulary, and foster oracy. In addition, monthly DLI meetings using the PLC model, support instructional strategies aligned to the Common Core State Standards in both English and Spanish.

Creating a safe, positive environment for our students has been the focus of our Positive Behavioral Interventions and Supports (PBIS) team. Our PBIS team has been working with staff and students on building common expectations and guidelines for success using an Eagle-themed "SOAR" acronym; show Self control, have an Optimistic attitude, Ask questions and participate in the learning, and React with resilience and persistence. Based on the guidelines we intend to reward students who are meeting expectations and hold students accountable who are not. In addition, the PBIS team is creating clear recess, cafeteria, and hallway expectations through videos, assemblies, and class visits. The PBIS team meets monthly with a vision to build strong relationships with students to create a safe, positive environment for all.

Students in middle school are engaged in electives connected to our academy strand, CALCAT, "Chavez Academy of Literacy, Communication Arts, and Technology." We offer electives that include; AVID, Math Concepts thru Art, Technology thru Science, Science Technology Engineering Mathematics (STEM), Geography, Study Skills, and Environmental science. Some electives focus on a trait of CALCAT. In addition, grade-levels are hosting an annual celebration of learning for families to view student work that focuses on an aspect of the CALCAT.

All stakeholders must work together to support students. Valuing the belief that “it takes a village to raise a child,” we are committed to working with parents and families to improve student learning through English Language Advisory Committee (ELAC), School Site Council (SSC), Parent Teacher Association (PTA), and Coffee with the Principal. Multiple parent education and involvement activities are planned for families such as Celebration of Learning Night, Successful Transition to High School, and Success in Middle School. All event information is communicated through the Chavez website, Twitter, Facebook, BlackBoard Connect call outs, PeachJar, and EdConnect text messages. We plan to increase our parent education training which will include; Triple P sessions, MICOP Mommy and Me classes, Healthy Living by VCBH and how to navigate and access the different technology platforms to maximize their students learning. Parent involvement and the groups plan an active role in developing and monitoring school goals and ensuring student success.

“It’s always a great day to be an Eagle” defines our school community (teachers, staff, parents, families, and students) and how we are positively moving forward together to increase academic achievement and close the achievement gap.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Consistent classroom observations were conducted on a monthly basis providing feedback on the use of Common Core State Standards in Reading and Writing. English Language Development and use of Mathematical Mindset was another focus to improve student engagement and academic growth. The data analysis conducted during teacher collaborations indicated that more time for teacher collaboration with a focus on first instruction is necessary. Principal walkthroughs of all classrooms conducted throughout the year indicated a need to elevate student speaking and listening to a higher level of Depth of Knowledge and Rigor. Learning Walks in the Dual Language Program with teachers and principal indicated that scaffolds in writing need to be removed by the end of the school year and everyone needs to know the Writing standards per grade level. The DLI learning walks also indicated that Oracy was a priority and next step is to develop the use of Academic Vocabulary within Core Content.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

Through data analyses from formative, STAR 360 in Mathematics and Language Arts, Curriculum Assessments, Writing IAB's, and summative assessments, CAASPP in Mathematics and Language Art, ELPAC for English Learners, during the school year, teachers identify students in need of intervention and modify instruction based on Common Core State Standards in order to improve student achievement and academic growth.

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

The school has been working on a school wide writing program, increasing vertical and grade level data analysis collaboration and focus on Common Core State Standards, Claims and Targets last year. In order to monitor student progress with purpose of increasing student achievement, teachers will use the STAR 360 assessments scores 4 times this year along with other assessment measures during their Professional Learning Community Collaboration time and will focus on planning first instruction concentrating on Writing Standards in all Content Areas, Reading in English Language Arts and Concepts and Procedures in Mathematics.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. Instructional Specialists work directly with teachers to support instruction in Science and Math. An Instructional Specialist for science and a Math manager work directly with teachers to support instruction in Science and Math. Additionally, The DLI (Dual Language Immersion) Director provides professional development for teachers and works with the principal to support biliteracy instruction. Site administration functions as instructional leaders.

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

Teachers will be participating in multiple collaboration meetings both in grade level and vertical teaming with specific focus on Writing, English Language Arts, Mathematics, and Dual Language Instruction. Professional Learning Teams are to focus on the 4 Essential questions: 1. What do we want students to learn or be able to do? (what are the goals and expectations for student learning) 2. How will we know they have learned it? (Giving common assessments and analyzing the results) 3. How will we respond when they don't learn? (Identify the students who didn't learn and the interventions that will be needed) 4. How will we respond if they do? (identify the students that did and identify what enrichment, extended learning or project based learning will be needed/provided).

Teaching and Learning

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

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

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

Instructional minutes are monitored by the Business Services office. All school schedules adhere to the guidelines governing recommended instructional minutes including during this time of Distance Learning.

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

Teachers are provided multiple opportunities to meet in Professional Learning Communities to focus on analyzing first instruction, assessment data and reflect on their own practices with intention of planning and adjusting lessons for student scaffolds and instruction concentrating on Claims they have determined as focus. Counselor, ORC, Special Education, Paraeducators, ISP's, and Reading Specialist are providing daily interventionist in academics and social emotional needs of students.

Evidence-based educational practices to raise student achievement

Teachers are involved in grade level and vertical teaming collaboration to analyze student data in developing first instruction based on Common Core State Standards, using evidence based educational practices that increase student achievement by using Rigorous Depths of Knowledge, providing immediate and specific feedback to students on instruction and assessments, differentiating for their students, focusing on Writing Standards, and teacher belief that all students can progress, show growth in all academic areas and achieve success in school that will lead them to future success in college and career.

Parental Engagement

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

At Chavez, we are planning to increase our parent grade level activities by involving our teachers. They will have Reading and Math nights for families at their different grade levels. We also plan on increasing our Parent Education training, which will include Canvas training for parents to learn to navigate the system to monitor their child's progress, Triple P sessions, MICOP Mommy and Me classes and Healthy Living by VCPH. We will also have other activities for parents to be involved at our school, such as Grade Level Field Trips. Parents will be encouraged to volunteer in the classroom and in school activities when it is safe to do so. Parents will also be encouraged to become involved in parent site groups such as School Site Council, Parent Teacher Association (PTA), and the English Advisory Committee (ELAC), which are being held via Zoom during this pandemic. These parent groups play an active role in developing and monitoring school goals.

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

Parent involvement is a priority at our school. Multiple parent education and involvement activities have been planned for families. All events have been scheduled in the master calendar and communicated to all stakeholders through School Website, Phone calls, PeachJar, email and a shared on bulletin boards and parent meetings. Parent representation is maintained in the Student Success Team meetings, English Language Advisory Committee meetings and Parent Teacher Association meetings to assist in supporting the success of students in school.

Funding

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

Funding will support evidence based first instruction, interventions, and Common Core California State Standards for student achievement through teacher collaboration. Kindergarten and second grade Paraprofessionals, Intervention Support Specialists for both K-5 and in Middle School will provide intervention supports within the school day. School Counselor, Outreach Specialist and Teachers will collaborate and develop plans to service Special Populations Student Groups.

Fiscal support (EPC)

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

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The school consulted with parents from SSC, ELAC and PTA, with teachers during Leadership meetings, staff meetings and grade level meetings as part of the planning process for this SPSA/Annual Review and Update during the last school year 2019-2020 and the beginning of the current school year 2020-2021.

Resource Inequities

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

The teachers conducted a needs assessment and identified two areas: time for collaboration, intervention supports for students in K-2 and middle school interventions. It was decided to fund an additional Intervention Support Provider and 4 paraprofessionals to support small group instruction.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.11%	%	0.11%	1		1
Asian	%	%	0%			0
Filipino	0.22%	%	0.11%	2		1
Hispanic/Latino	98.14%	%	98.42%	896		874
Pacific Islander	0.11%	%	0.11%	1		1
White	1.42%	%	1.24%	13		11
Multiple/No Response	%	%	0%			0
Total Enrollment				913		888

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	97		96
Grade 1	93		92
Grade 2	96		92
Grade 3	99		89
Grade 4	109		101
Grade 5	98		104
Grade 6	104		105
Grade 7	115		101
Grade 8	102		108
Total Enrollment	913		888

Conclusions based on this data:

Conclusions based on this data: OSD district data has declined over the past two years and Chavez has followed the pattern. School enrollment is composed of 98% Latino/Hispanic school wide. Additionally, we are currently transitioning to a full Dual Language Immersion (DLI) school with a focus on biliteracy. In grades K-2, all students are enrolled in the DLI program. In 2nd-8th grades, we have students enrolled in the DLI program and Sheltered English Immersion classes. As the DLI program moves up the grades every year, our enrollment will continue to decline slightly as the class size in K-2 is smaller and students are not added to the program in the upper grades. Unfortunately, declining enrollment means a decrease in funds.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners			480			54.1%
Fluent English Proficient (FEP)			266			30.0%
Reclassified Fluent English Proficient (RFEP)			111			20.7%

Conclusions based on this data:

Conclusions based on data: Chavez has remained in the 60% range of English Learners for the past 2 years. Over the past 2 years our reclassification rate has increased. Middle school students who remain classified as English Learners (Long-Term English Learners, LTELs) will require more targeted support and interventions to meet reclassification criteria. Students in the primary grades in the DLI program will focus on the foundational skills of reading, writing, and oracy. In addition, the school-wide focus on writing across the curriculum will benefit EL's. Additionally, a focus on writing will set the foundation to develop solid reading and critical thinking skills. Recognizing the large number of EL's at Chavez and the need to reclassify, we have made a priority to fund programs to ensure academic growth for English Learners.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	101	96	90	101	93	90	101	93	100	100	96.9
Grade 4	97	112	105	97	112	104	97	112	104	100	100	99
Grade 5	102	99	105	102	98	105	102	98	105	100	99	100
Grade 6	127	103	97	126	103	97	126	103	97	99.2	100	100
Grade 7	100	109	113	98	109	113	98	109	113	98	100	100
Grade 8	106	104	104	103	104	104	103	104	104	97.2	100	100
All Grades	622	628	620	616	627	616	616	627	616	99	99.8	99.4

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2360.	2360.	2376.	6.67	5.94	10.75	13.33	14.85	19.35	21.11	21.78	18.28	58.89	57.43	51.61
Grade 4	2399.	2411.	2438.	8.25	5.36	13.46	12.37	24.11	24.04	21.65	20.54	26.92	57.73	50.00	35.58
Grade 5	2426.	2443.	2463.	1.96	7.14	4.76	14.71	17.35	31.43	23.53	25.51	25.71	59.80	50.00	38.10
Grade 6	2451.	2450.	2466.	2.38	5.83	2.06	18.25	9.71	21.65	24.60	31.07	30.93	54.76	53.40	45.36
Grade 7	2463.	2478.	2460.	1.02	1.83	1.77	21.43	21.10	12.39	22.45	31.19	30.09	55.10	45.87	55.75
Grade 8	2485.	2494.	2493.	1.94	4.81	1.92	14.56	15.38	17.31	30.10	32.69	30.77	53.40	47.12	50.00
All Grades	N/A	N/A	N/A	3.57	5.10	5.68	15.91	17.22	20.94	24.03	27.11	27.27	56.49	50.56	46.10

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	8.89	9.90	10.75	28.89	39.60	44.09	62.22	50.50	45.16
Grade 4	8.25	10.71	12.50	38.14	46.43	54.81	53.61	42.86	32.69
Grade 5	4.90	14.29	11.43	42.16	33.67	48.57	52.94	52.04	40.00
Grade 6	5.56	5.83	8.25	38.10	40.78	38.14	56.35	53.40	53.61
Grade 7	8.16	5.50	2.65	35.71	37.61	29.20	56.12	56.88	68.14
Grade 8	7.77	8.65	2.88	32.04	31.73	37.50	60.19	59.62	59.62
All Grades	7.14	9.09	7.95	36.04	38.44	41.88	56.82	52.47	50.16

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.56	5.94	8.60	44.44	29.70	36.56	50.00	64.36	54.84
Grade 4	5.15	7.14	7.69	46.39	49.11	62.50	48.45	43.75	29.81
Grade 5	9.80	11.22	14.29	42.16	40.82	53.33	48.04	47.96	32.38
Grade 6	4.76	5.83	2.06	33.33	30.10	54.64	61.90	64.08	43.30
Grade 7	4.08	5.50	5.31	39.80	46.79	52.21	56.12	47.71	42.48
Grade 8	6.80	7.69	1.92	36.89	39.42	54.81	56.31	52.88	43.27
All Grades	6.01	7.18	6.66	40.10	39.55	52.60	53.90	53.27	40.75

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	7.78	7.92	11.83	54.44	59.41	60.22	37.78	32.67	27.96
Grade 4	3.09	3.57	14.42	53.61	71.43	63.46	43.30	25.00	22.12
Grade 5	2.94	10.20	6.67	61.76	47.96	61.90	35.29	41.84	31.43
Grade 6	3.17	3.88	6.19	58.73	51.46	56.70	38.10	44.66	37.11
Grade 7	2.04	1.83	4.42	51.02	52.29	53.98	46.94	45.87	41.59
Grade 8	1.94	1.92	3.85	62.14	64.42	59.62	35.92	33.65	36.54
All Grades	3.41	4.78	7.79	57.14	58.05	59.25	39.45	37.16	32.95

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.67	10.89	6.45	40.00	34.65	52.69	53.33	54.46	40.86
Grade 4	10.31	13.39	11.54	46.39	43.75	58.65	43.30	42.86	29.81
Grade 5	5.88	10.20	14.29	37.25	50.00	45.71	56.86	39.80	40.00
Grade 6	14.29	9.71	8.25	40.48	48.54	52.58	45.24	41.75	39.18
Grade 7	5.10	15.60	7.96	45.92	42.20	41.59	48.98	42.20	50.44
Grade 8	8.74	13.46	13.46	45.63	42.31	38.46	45.63	44.23	48.08
All Grades	8.77	12.28	10.39	42.53	43.54	48.05	48.70	44.18	41.56

Conclusions based on this data:

As CAASPP Assessments were cancelled last year, there is no new data to be analyzed. We will continue to impact change from 2018-2019 results. The percentage of students at the Not Met level has decreased since 2016-17 in all but 2 grades. Mean scale score has increased in all but one grade. The percentage of students below standard in each of the claims has also consistently decreased in most grade levels. Although we have made steady growth, the increases have not been significant in most areas. Students in grades four and five have consistently made large gains the last three years. Effective strategies in these grade levels will be identified and shared. The Reading claim has the most students "At or Above Standard" and has made gains overall over the last 3 years. This is a positive reflection of the work being done in grades K-2 to build strong foundational reading skills and the focus school-wide on reading AR daily for our students. The focus moving forward is to continue this growth and continue building upon the foundation. In all of the claims, there is a growing percentage of students in the "At

or Near Standard” level and we have put systems in place to improve student achievement and growth in all these areas.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	90	101	96	90	101	95	90	101	95	100	100	99
Grade 4	97	112	105	97	112	105	97	112	105	100	100	100
Grade 5	102	99	105	102	98	105	102	98	105	100	99	100
Grade 6	127	104	97	126	104	97	126	104	97	99.2	100	100
Grade 7	99	109	113	98	109	113	98	109	113	99	100	100
Grade 8	106	104	104	103	104	103	103	104	103	97.2	100	99
All Grades	621	629	620	616	628	618	616	628	618	99.2	99.8	99.7

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2376.	2380.	2389.	3.33	3.96	7.37	15.56	18.81	20.00	26.67	24.75	28.42	54.44	52.48	44.21
Grade 4	2415.	2414.	2447.	4.12	4.46	7.62	14.43	13.39	23.81	36.08	33.93	42.86	45.36	48.21	25.71
Grade 5	2424.	2428.	2446.	0.98	3.06	5.71	2.94	4.08	4.76	25.49	22.45	38.10	70.59	70.41	51.43
Grade 6	2421.	2422.	2428.	0.79	0.00	4.12	4.76	7.69	7.22	21.43	24.04	23.71	73.02	68.27	64.95
Grade 7	2434.	2433.	2425.	1.02	1.83	0.88	4.08	2.75	5.31	27.55	24.77	19.47	67.35	70.64	74.34
Grade 8	2450.	2462.	2446.	0.97	0.96	0.97	5.83	7.69	5.83	24.27	23.08	17.48	68.93	68.27	75.73
All Grades	N/A	N/A	N/A	1.79	2.39	4.37	7.63	9.08	11.00	26.62	25.64	28.32	63.96	62.90	56.31

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	9.90	17.89	32.22	33.66	30.53	57.78	56.44	51.58
Grade 4	11.34	6.25	19.05	20.62	25.00	35.24	68.04	68.75	45.71
Grade 5	0.98	4.08	6.67	16.67	15.31	24.76	82.35	80.61	68.57
Grade 6	1.59	1.92	3.09	14.29	15.38	17.53	84.13	82.69	79.38
Grade 7	1.02	2.75	2.65	18.37	19.27	15.93	80.61	77.98	81.42
Grade 8	0.00	0.96	0.97	29.13	19.23	23.30	70.87	79.81	75.73
All Grades	3.90	4.30	8.25	21.43	21.34	24.43	74.68	74.36	67.31

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	5.56	12.87	10.53	42.22	33.66	40.00	52.22	53.47	49.47
Grade 4	6.19	6.25	10.48	29.90	37.50	46.67	63.92	56.25	42.86
Grade 5	0.00	4.08	8.57	35.29	27.55	34.29	64.71	68.37	57.14
Grade 6	0.00	0.00	5.15	34.13	28.85	28.87	65.87	71.15	65.98
Grade 7	2.04	1.83	2.65	28.57	25.69	30.09	69.39	72.48	67.26
Grade 8	1.94	1.92	1.94	26.21	50.96	26.21	71.84	47.12	71.84
All Grades	2.44	4.46	6.47	32.63	34.08	34.30	64.94	61.46	59.22

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.00	5.94	12.63	45.56	50.50	40.00	44.44	43.56	47.37
Grade 4	6.19	7.14	16.19	39.18	33.93	49.52	54.64	58.93	34.29
Grade 5	1.96	1.02	4.76	36.27	40.82	43.81	61.76	58.16	51.43
Grade 6	4.76	1.92	6.19	31.75	27.88	26.80	63.49	70.19	67.01
Grade 7	2.04	2.75	0.88	44.90	43.12	36.28	53.06	54.13	62.83
Grade 8	0.97	1.92	2.91	39.81	38.46	36.89	59.22	59.62	60.19
All Grades	4.22	3.50	7.12	39.12	39.01	39.00	56.66	57.48	53.88

Conclusions based on this data:

As CAASPP Assessments were cancelled last year, there is no new data to be analyzed. We will continue to impact change from 2018-2019 results. The percentage of students at the Not Met Level has decreased since 2016-17 in all but 2 grades. Mean scale score has increased in all but 2 grades. Although still significant, trends show that the percentage of students below standard in each of the claims had declined. Grade 4 made significant increases at levels “At or Near Standard” and “Above standard” in all claims. Effective strategies by fourth grade teachers will be identified and shared. The percentage of students at the met/exceeded level frequently shows no growth and, in some cases, a decline in the middle grades. Math continues to be an area of focus. Teachers are focusing on math problem solving strategies and writing in the math curriculum. Teachers are using student data to provide targeted intervention and using Jo Boaler strategies for students so that gaps in learning are decreased.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1398.3		1402.7		1387.8		80
Grade 1		1449.3		1455.2		1442.9		81
Grade 2		1491.8		1491.8		1491.5		73
Grade 3		1466.3		1455.7		1476.5		44
Grade 4		1519.3		1511.0		1527.0		52
Grade 5		1520.0		1503.7		1535.8		36
Grade 6		1533.9		1521.4		1545.7		19
Grade 7		1541.0		1528.4		1553.0		27
Grade 8		1540.9		1528.0		1553.3		20
All Grades								432

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		5.00		22.50		48.75		23.75		80
1		3.70		35.80		46.91		13.58		81
2		16.44		53.42		24.66		5.48		73
3		0.00		31.82		50.00		18.18		44
4		23.08		48.08		25.00		3.85		52
5		13.89		47.22		30.56		8.33		36
6		15.79		52.63		31.58		0.00		19
7		11.11		59.26		25.93		3.70		27
8		5.00		55.00		40.00		0.00		20
All Grades		9.95		41.44		37.50		11.11		432

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		6.25		22.50		40.00		31.25		80
1		13.58		39.51		30.86		16.05		81
2		34.25		47.95		13.70		4.11		73
3		6.82		54.55		15.91		22.73		44
4		40.38		42.31		15.38		1.92		52
5		30.56		44.44		13.89		11.11		36
6		31.58		47.37		21.05		0.00		19
7		25.93		48.15		25.93		0.00		27
8		20.00		45.00		30.00		5.00		20
All Grades		21.53		41.20		24.07		13.19		432

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		3.75		20.00		66.25		10.00		80
1		3.70		24.69		41.98		29.63		81
2		12.33		50.68		23.29		13.70		73
3		0.00		18.18		56.82		25.00		44
4		9.62		38.46		44.23		7.69		52
5		11.11		22.22		58.33		8.33		36
6		5.26		47.37		42.11		5.26		19
7		11.11		33.33		48.15		7.41		27
8		0.00		35.00		55.00		10.00		20
All Grades		6.48		31.02		47.45		15.05		432

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		1.25		76.25		22.50		80
1		41.98		49.38		8.64		81
2		43.84		52.05		4.11		73
3		4.55		72.73		22.73		44
4		32.69		65.38		1.92		52
5		8.33		83.33		8.33		36
6		15.79		63.16		21.05		19
7		14.81		66.67		18.52		27
8		15.00		55.00		30.00		20
All		22.92		63.89		13.19		432

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		11.25		51.25		37.50		80
1		7.41		72.84		19.75		81
2		26.03		68.49		5.48		73
3		20.45		59.09		20.45		44
4		38.46		53.85		7.69		52
5		47.22		38.89		13.89		36
6		57.89		42.11		0.00		19
7		55.56		44.44		0.00		27
8		35.00		60.00		5.00		20
All Grades		26.16		57.87		15.97		432

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		2.50		83.75		13.75		80
1		16.05		49.38		34.57		81
2		8.22		76.71		15.07		73
3		0.00		59.09		40.91		44
4		9.62		76.92		13.46		52
5		19.44		66.67		13.89		36
6		10.53		52.63		36.84		19
7		11.11		55.56		33.33		27
8		15.00		50.00		35.00		20
All Grades		9.49		66.67		23.84		432

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		30.00		57.50		12.50		80
1		3.70		76.54		19.75		81
2		10.96		71.23		17.81		73
3		6.82		81.82		11.36		44
4		25.00		69.23		5.77		52
5		16.67		77.78		5.56		36
6		42.11		57.89		0.00		19
7		14.81		81.48		3.70		27
8		0.00		100.00		0.00		20
All Grades		15.97		72.45		11.57		432

Conclusions based on this data:

Due to the fact that ELPAC testing was cancelled for 2019-20 school year due to Covid-19, there is no new data is available at this time. However, the data for the 2018-19 school year indicates that the Writing Domain is the lowest scoring with 6.48% of all ELs scoring at Level 4. Additionally, grades 3 and 8 both had 0.0% of the students scoring at Level 4. Because of this, our school will focus on writing across the all grades and curricular areas.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
896	94.2	59.9	0.4

This is the total number of students enrolled.

This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.

This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.

This is the percent of students whose well-being is the responsibility of a court.

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	537	59.9
Foster Youth	4	0.4
Homeless	36	4.0
Socioeconomically Disadvantaged	844	94.2
Students with Disabilities	74	8.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.1
Filipino	1	0.1
Hispanic	882	98.4
Pacific Islander	1	0.1
White	11	1.2





Conclusions based on this data:

If trends continue, our enrollment for this year will show a slight decline, but the EL and SED percentages should remain consistent with the past. Our focus on strong first instruction, targeted interventions based on data, and providing wrap around services focusing on the whole child will continue to support EL and SED students as well as foster youth, homeless, and students with disabilities. The percentage of students with disabilities has consistently increased over the past few years. Having high numbers of ELs in our school means we need to target our instruction with them in mind and monitor their progress to ensure they continue increasing in their acquisition of language. To ensure that this happens, teachers will ensure that both Designated and Integrated ELD are provided.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="771 506 849 533">Yellow</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1252 506 1330 533">Yellow</p>
<p data-bbox="251 623 414 655">Mathematics</p>  <p data-bbox="293 703 371 730">Yellow</p>		

Conclusions based on this data:

Conclusions: As a K-8, we have been focusing a lot on building a positive school culture in the classroom and throughout campus, to address both the academic and social emotional needs of students. We have made slight increases in ELA and Math, however, there continues to be a lot of need in all areas. The increases in math in the primary grades is negated by the stagnation/decrease as students move into the upper grades. We are working to address this decline with PLC's focusing on DuFour's 4 questions and the Cycle of Inquiry. The chronic absenteeism and suspension rate contribute to this decline. We will focus on continued growth throughout the grade levels

School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Yellow 58.9 points below standard Increased ++9.9 points 602	<p>English Learners</p>  Yellow 69 points below standard Increased ++9.1 points 456	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  No Performance Color 70.7 points below standard Increased Significantly ++16 points 33	<p>Socioeconomically Disadvantaged</p>  Yellow 59.8 points below standard Increased ++10.1 points 577	<p>Students with Disabilities</p>  Orange 137.2 points below standard Increased ++3.3 points 70

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 59 points below standard Increased ++10 points 599	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
103.9 points below standard Increased ++6.7 points 192	43.6 points below standard Maintained ++2.6 points 264	53.8 points below standard Increased ++4.4 points 100

Conclusions based on this data:

Conclusions: Students in each of the subgroups increased scale score average. However, current EL’s continue to be a subgroup that is furthest below standard. Although LTEL’s remain an subgroup of focus, we are reclassifying students in grades 3, 4, and 5 at adequate levels. Strong first instruction with integrated and designated ELD interventions in all grades will help to decrease the points below standard. Targeted intervention for LTEL’s is also needed to move students in this group.

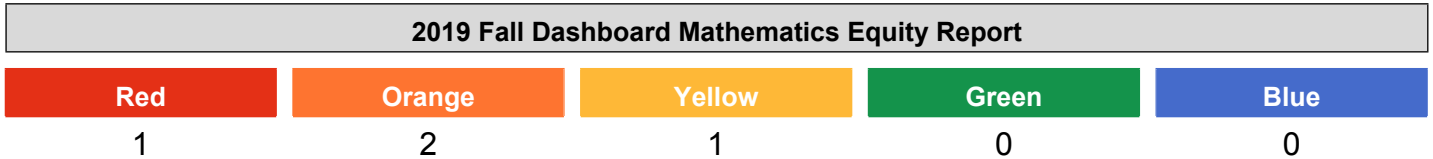
School and Student Performance Data

Academic Performance Mathematics







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







This section provides number of student groups in each color.



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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p>  Yellow 94.6 points below standard Increased ++7.4 points 602	<p>English Learners</p>  Orange 101.2 points below standard Increased ++8.1 points 456	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
<p>Homeless</p>  No Performance Color 125.5 points below standard Declined -4 points 33	<p>Socioeconomically Disadvantaged</p>  Orange 95.4 points below standard Increased ++7.3 points 577	<p>Students with Disabilities</p>  Red 175.4 points below standard Declined Significantly -23 points 70

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1			 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 94.5 points below standard Increased ++7.7 points 599		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
117.7 points below standard Increased ++7.4 points 192	89.2 points below standard Increased ++4.6 points 264	91.6 points below standard Maintained -2.5 points 100

Conclusions based on this data:

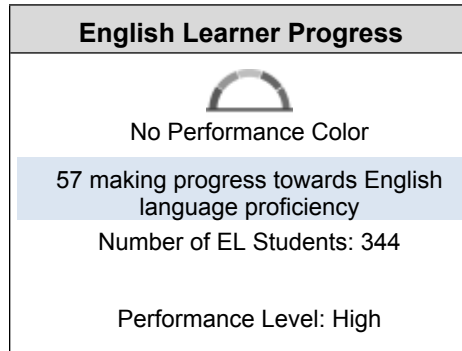
Conclusions: All subgroups made minimal gains in math and continue to be significantly below standard. RFEP students continue to have the lowest distance from met statistics despite maintaining scores. A focus on first instruction, targeted interventions, writing in the math curriculum, problem solving, sharing successful practices in PLCs will support growth for all subgroups.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
15.6	27.3	0.5	56.3

Conclusions based on this data:

Conclusions: In regards to English Learner Progress, we have made gains with the majority of students scoring at level 3 or 4. A majority of students meeting reclassification are in grades 3, 4, and 5 resulting in students in middle school who remain EL's need to be moved to a level 4 in order to reclassify. We will continue to support EL students and LTEL's by establishing a school-wide writing program, focus on AR reading daily, integrated and designated ELD instruction, and targeted interventions.

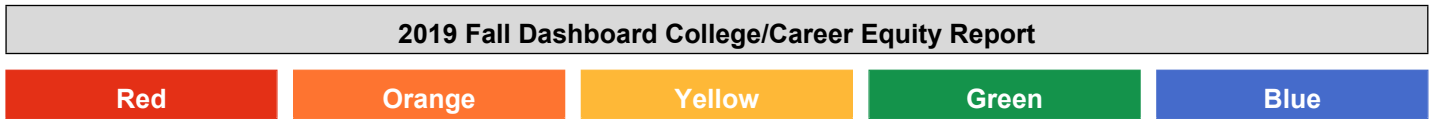
School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

N/A

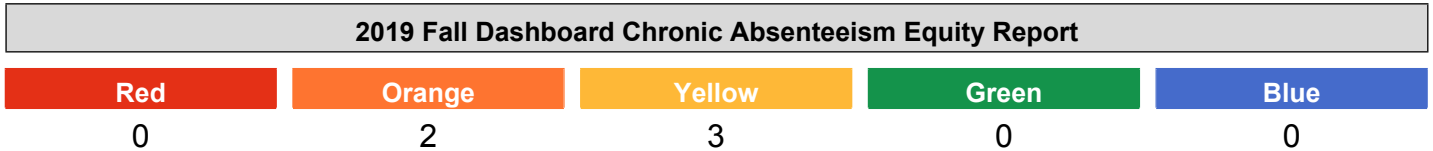
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Yellow 7.2 Maintained +0.2 927	<p>English Learners</p>  Orange 6.4 Increased +1.6 559	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6
<p>Homeless</p>  Yellow 18.9 Declined -4.2 53	<p>Socioeconomically Disadvantaged</p>  Yellow 7.2 Maintained +0.3 890	<p>Students with Disabilities</p>  Orange 15.5 Maintained +0.1 103

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 7.3 Maintained +0.1 913	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Maintained 0 11

Conclusions based on this data:

Conclusions: The percentage of students chronically absent did not change significantly in any subgroup besides the homeless subgroup. Our new ORC will work on an attendance program to decrease chronic absenteeism and increase student attendance. The correlation between absentees and student academic performance is addressed at parent meetings, phone calls, and with individual students. We are working on identifying the reasons for absences and working with families to remove obstacles to attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

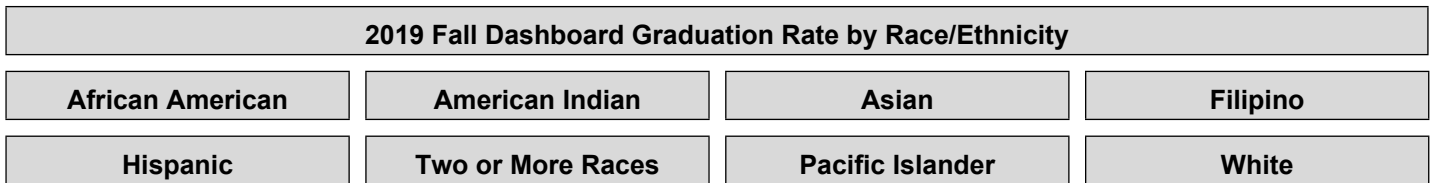
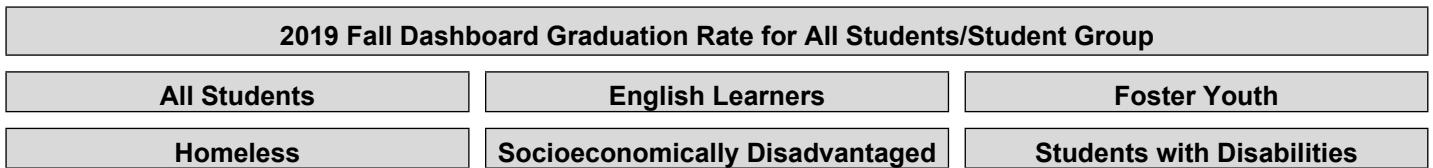
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

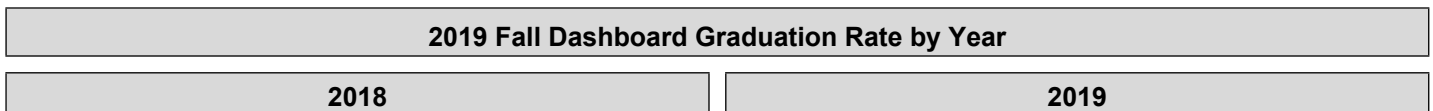
This section provides number of student groups in each color.



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



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



Conclusions based on this data:

N/A

School and Student Performance Data

Conditions & Climate Suspension Rate







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








This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	Orange	Yellow	Green	Blue
1	1	2	1	0

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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 3.8 Declined Significantly -1.6 946	<p>English Learners</p>  Green 2.3 Declined Significantly -1.3 568	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not 7
<p>Homeless</p>  Orange 9.3 Declined -0.5 54	<p>Socioeconomically Disadvantaged</p>  Yellow 4 Declined Significantly -1.4 906	<p>Students with Disabilities</p>  Red 6.7 Increased +1.6 105

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 1			 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 3.9 Declined Significantly -1.6 932		 No Performance Color Less than 11 Students - Data 1	 No Performance Color 0 Maintained 0 11

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	5.4	3.8

Conclusions based on this data:

Conclusions: The suspension rate over the past 2 years has shown maintaining or declining rates in all subgroups. Our PBIS team, restorative justice practices, and focus on school climate has decreased the number of office referrals for suspendable offenses. However, some of the issues that do come to the office and addressed previously through other means of correction do, ultimately, require suspension. For example, the use of vaping has increased amongst middle school students. Topics like vaping will be addressed in expectation assemblies, SEL class lessons, TUPE lessons, and with parent groups such as Coffee with the Principal.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Kindergarten- 2nd grade: STAR 360 Early Literacy Assessment 2020-2021 2nd grade - 8th grade: STAR 360 Reading Assessment	Year of Assessment 2020- 2021 Kindergarten: 19% of students in Kindergarten scored At/Above Benchmark according to the FALL STAR 360 Early Literacy English Assessment Grade 1: 23% of students in 1st grade scored At/Above Benchmark according to the FALL STAR 360 Early Literacy English Assessment Grade 2: 12% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR English Early Literacy Skills Assessment 13% of students in 2nd grade scored At/Above Benchmark	Year of Assessment 2020- 2021 All grade Levels will achieve an average SGP of 50 or more in STAR 360 English Early Literacy and/or Reading. Additionally, all students in: Kindergarten: 75% of students in Kindergarten will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Assessment Grade 1: 80% of students in 1st grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Assessment Grade 2: 60% of students in 1st grade will score At/Above

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>according to the FALL STAR English Reading Assessment.</p> <p>Grade 3: 14% of students in 3rd grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 4: 19% of students in 4th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 5: 13% of students in 5th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 6: 29% of students in 6th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 7: 23% of students in 7th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment</p> <p>Grade 8: 18% of students in 8th grade scored At/Above Benchmark according to the FALL STAR Reading Assessment **7 students not tested</p>	<p>Benchmark by the End of the Year on STAR 360 Early Literacy Assessment</p> <p>30% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 3: 34% of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 4: 30% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 5: 27% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 6: 65% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 7: 35% of students in 7th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p> <p>Grade 8: 36% of students in 8th grade will score At/Above Benchmark by the End of the Year STAR Reading Assessment</p>
DLI Students in grades:	Year of Assessment 2020-2021	Year of Assessment 2020-2021

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Kindergarten - 2nd grade STAR Early Literacy Spanish Assessment</p> <p>2nd Grade - 6th grade STAR 360 Reading in Spanish Assessment</p>	<p>Kindergarten: 46% of students in Kindergarten scored At/Above Benchmark according to the FALL STAR 360 Early Literacy Spanish Assessment</p> <p>Grade 1: 46% of students in 1st grade scored At/Above Benchmark according to the FALL STAR 360 Early Literacy Spanish Assessment</p> <p>Grade 2: 61% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR Spanish Early Literacy Skills Assessment.</p> <p>50% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR Spanish Reading Assessment.</p> <p>Grade 3: 61% of students in 3rd grade scored At/Above Benchmark according to the FALL STAR Spanish Reading Assessment.</p> <p>Grade 4: 45% of students in 4th grade scored At/Above Benchmark according to the FALL STAR 360 Reading Spanish Assessment</p> <p>Grade 5: 49% of students in 5th grade scored At/Above Benchmark according to the FALL STAR 360 Reading Spanish Assessment</p> <p>Grade 6: 78% of students in 6th grade scored At/Above Benchmark according to the FALL STAR 360 Reading Spanish Assessment</p> <p>**Chavez does not have DLI in grades 7th and 8th grade yet.</p>	<p>All grade Levels will achieve an average SGP of 50 or more in STAR 360 Spanish Early Literacy and/or Spanish Reading.</p> <p>Additionally, all students in:</p> <p>Kindergarten: 80% of students in Kindergarten will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment</p> <p>Grade 1: 80% of students in 1st grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment</p> <p>Grade 2: 85% of students in 2nd grade will score At/Above Benchmark by the End of the Year on STAR 360 Early Literacy Spanish Assessment</p> <p>75% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Spanish Reading Assessment</p> <p>Grade 3: 76% of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Spanish Reading Assessment</p> <p>Grade 4: 68% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment</p> <p>Grade 5: 63% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>Grade 6: 85% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR 360 Reading Spanish Assessment</p>
<p>1st - 8th grade: STAR 360 Mathematics Assessments</p>	<p>Year of Assessment 2020-2021</p> <p>Grade 1: 9% of students in 1st grade scored At/Above Benchmark according to the FALL STAR 360 English Math Assessment</p> <p>Grade 2: 20% of students in 2nd grade scored At/Above Benchmark according to the FALL STAR English Math Assessment.</p> <p>Grade 3: 19% of students in 3rd grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> <p>Grade 4: 19% of students in 4th grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> <p>Grade 5: 11% of students in 5th grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> <p>Grade 6: 15% of students in 6th grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p> <p>Grade 7: 11% of students in 7th grade scored At/Above Benchmark according to the FALL STAR Math Assessment</p>	<p>Year of Assessment 2020-2021</p> <p>All grade Levels will achieve an average SGP of 50 or more in STAR 360 Mathematics.</p> <p>Additionally, all students in:</p> <p>Grade 1: 60% of students in 1st grade will score At/Above Benchmark by the End of the Year on the STAR 360 English Math Assessment</p> <p>Grade 2: 60% of students in 2nd grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 3: 44 % of students in 3rd grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 4: 30% of students in 4th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 5: 25% of students in 5th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 6: 55% of students in 6th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 8: 10% of students in 8th grade scored At/Above Benchmark according to the FALL STAR Math Assessment **18 students were not tested</p>	<p>Grade 7: 25% of students in 7th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Grade 8: 30% of students in 8th grade will score At/Above Benchmark by the End of the Year STAR Math Assessment</p> <p>Increase SGP in all students in grades 1st - 8th grade by moving 10% of students from low to typical growth on STAR 360 Mathematics.</p>
<p>3rd-8th grade: English Language Arts CAASPP</p> <p>3rd-8th grade: Mathematics CAASPP</p>	<p>According to the CAASPP 2018-2019 data, students in:</p> <p>3rd grade: ELA 30% Met/Exceeded Standard 51% Not Met Standard</p> <p>Math 27% Met/Exceeded Standard 44% Not Met Standard</p> <p>4th grade ELA 38% Met/Exceeded Standard 35% Not Met Standard</p> <p>Math 32% Met/Exceeded Standard 25% Not Met Standard</p> <p>5th grade ELA 36% Met/Exceeded Standard 38% Not Met Standard</p> <p>Math 11% Met/Exceeded Standard 51% Not Met Standard</p>	<p>Increase the amount of students in 3rd-8th grade in MET/Exceed Standard on the 2020-2021 CAASPP Assessment by 5% in each ELA and Math.</p> <p>Additionally, decrease the percentage of students in 3rd-8th grade in the Nearly Met and Not Met Standard by 5%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>6th grade ELA 23% Met/Exceeded Standard 45% Not Met Standard</p> <p>Math 11% Met/Exceeded Standard 65% Not Met Standard</p> <p>7th grade ELA 14% Met/Exceeded Standard 56% Not Met Standard</p> <p>Math 6% Met/Exceeded Standard 74% Not Met Standard</p> <p>8th grade ELA 19% Met/Exceeded Standard 50% Not Met Standard</p> <p>Math 7% Met/Exceeded Standard 76% Not Met Standard</p>	
<p>Kindergarten -8th grade: English Learners ELPAC Assessments</p> <p>Reclassification Percentage of English Learners in 3rd - 8th grade</p>	<p>According to the 2018 ELPAC data: 16.1% of all English Learners scored at Level 1 (Beginning) 30.6% of all English Learners scored at Level 2 (Somewhat Developed) 36.3% of all English Learners scored at Level 3 (Moderately Developed) 17.1% of all English Learners scored at Level 4 (Well Developed)</p> <p>The total percent of English Learners reclassified during the 2019-2020 school year was 20.7% (N=111).</p>	<p>All English Learner students in all grade levels will increase one level on the ELPAC 2020- 2021.</p> <p>Increase the number of students Reclassified 2020- 2021 by 5%</p>

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Provide appropriate operating costs to ensure full access to equipment, materials, supplies and services to support the core instructional programs and instrument repairs. Repair or replace instructional and office technology equipment.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20000	Discretionary 4000-4999: Books And Supplies Warehouse Materials
3439	Discretionary 5000-5999: Services And Other Operating Expenditures Duplo Equipment Maintenance (1250) and Maintenance Agreement for Xerox machines (2159)
900	Discretionary 5700-5799: Transfers Of Direct Costs Publication and Graphic Services
17485	Discretionary 4000-4999: Books And Supplies Replace and/or add old computer equipment and color printers
20000	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies for Distance Learning (headphones, mini-white boards, chart paper, clipboards)
9775	Discretionary 4000-4999: Books And Supplies Other materials and supplies

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Full Implementation of systematic instruction of Language Arts, Mathematics, and English Language Development via first Instruction and using district adopted curriculum materials.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Curriculum materials

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

The STAR 360 Mathematics, Reading (Spanish and English) and Early Literacy assessment (Spanish and English), along with CAASPP, IAB's, and curriculum embedded assessments will be administered at least 3 times a year. Teachers will collaborate in both grade level and vertical grade to plan first instruction, analyze student data, monitor student progress towards mastering ELA, SLA, Math, ELD standards, discuss common assessments and intervention and enrichment opportunities collaboration during scheduled PLC meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Services
1000-1999: Certificated Personnel Salaries
Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Conduct Student Monitoring Conferences facilitated by Administration two times per year to analyze the STAR 360 Reading, Mathematics, and Early Literacy and/or other curriculum embedded assessment data and identify patterns of academic growth, address students learning needs, identify students who are at risk of not meeting grade level goals, identify additional supports to address these needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1280

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Cost of substitutes 4 days two times for the year

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

Middle School: English Learners, Migran, Foster and Homeless

Strategy/Activity

Teachers will maximize their time with students during Synchronous time, provide small group instruction and offer extra support for students' work completion in efforts to decrease the number of Ds and Fs. Additionally, administration will hold student assemblies and parent meetings to review academic expectations and share promotion requirements.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Extra Hourly Time for Teacher Collaboration

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Continue implementation of school wide systematic writing instruction (K-8) based on Common Core Writing Standards. Writing assessments in all genres will be administered to students 3 times a year. Writing will be analyzed and monitored by teachers during collaboration each trimester to identify patterns of academic growth and to guide first instruction. This will be done by grade level and in vertical collaboration teams.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Teacher Salaries

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

In order to support the Core Academics of students, the administration will implement learning visits with instructional Look For's and provide timely feedback. This is being done via Zoom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Services
1000-1999: Certificated Personnel Salaries salaries

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The school will hold regular Coordinator Service Team (COST) and Student Success team (SST) meetings for at risk students in efforts to continue the MTSS/RTI Model of supports for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

4970

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Substitute Teachers

500

Discretionary
2000-2999: Classified Personnel Salaries
Clerical OT

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

To mitigate learning loss and monitor student progress, the school will continue implementing the MTSS/RTI Model of supports for students. through the CoST and SST process in order to provide Tier I, II, and III-level interventions in small group to students below grade level in ELA and Math during Core Instruction, ELD, and before/after school tutoring.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Cost of Substitute teachers (See goal #1 Activity 10)
29258	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Cost of site funded ISP
	Centralized Services 1000-1999: Certificated Personnel Salaries 2 ISPs District provided provide reading intervention with use of LLI Program
83773	Title I 2000-2999: Classified Personnel Salaries 4 Paraeducators to support Grades 1st and 2nd grade to support small group instruction
652	LCFF - Targeted 2000-2999: Classified Personnel Salaries Para Subs
9000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Tutoring Teacher extra hours

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The Accelerated Reader program will be implemented and monitored by teachers. Students in grades 3rd to 8th will be encouraged to read independently to meet their trimester point goals with 85% accuracy. Students in Kinder to 2nd grade will be encouraged to read independently 8 books per trimester with 80% accuracy. Provide incentives for those that reach their goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Services
2000-2999: Classified Personnel Salaries
Classified Salaries: Librarian

District Funded
5000-5999: Services And Other Operating Expenditures

	Accelerated Reader Program
2000	LCFF - Targeted 4000-4999: Books And Supplies Materials and supplies: Incentives
1000	LCFF - Targeted 2000-2999: Classified Personnel Salaries Librarian extra hours
1000	LCFF - Targeted 4000-4999: Books And Supplies Library books

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Provide English Learners access to books in primary language to support primary language literacy skills and to support in English Language Development Literacy skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

16000

Source(s)

Title III
4000-4999: Books And Supplies
Purchase AR Spanish (L1 support) and English (for ELD) Library Books to support ELs

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Teachers will implement the District EL Master Plan, which includes Designated and Integrated ELD instruction to increase English Language proficiency. Teachers will ensure full implementation of district adopted ELD curriculum and provide supports with use of scaffolds and strategies to make the content comprehensible to the English Learners. Ensure that appropriate time in ELD is provided on a daily basis through class schedules and classroom observations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Centralized Services 1000-1999: Certificated Personnel Salaries salaries
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Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Conduct progress monitoring of English Learners, Long Term English Learners (LTELS) and recently reclassified students through the LAT process as outlined in the EL Master Plan with the support of the Director of EL Services. To mitigate the learning loss during this pandemic, the school will provide tutoring for ELs students who are not meeting or are falling behind in their academic goals.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

960	Title III 1000-1999: Certificated Personnel Salaries cost of subs for meetings
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7341	Title III 1000-1999: Certificated Personnel Salaries extra hours tutoring
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Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

Students in K-6th grade

Strategy/Activity

Implementation of Dual Language Immersion Program in Kindergarten through Sixth Grade. Teachers will implement the Biliteracy Unit Framework roll out from the DLI units created for student achievement. Teachers will collaborate in order to plan first instruction and analyze data.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Centralized Services
1000-1999: Certificated Personnel Salaries salaries

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Subscriptions and Apps for iPads will be purchased to supplement instructional activities in ELA, Math, Science, Social Studies, and ELD; reinforce students' literacy and math skills; and enhance students' involvement in the school's Communication Arts, Literacy, and Technology Strand Focus. Teachers will monitor the goal for students to work on Lexia for 80 -120 minutes per week and on ST Math for 30-90 minutes per week (depending on grade level) .

All Students will be given the opportunity to learn through technology apps, software, and subscriptions enhancing reading and writing skills through learning experiences focused on supporting intervention and enriching activities for one to one devices. (Myon, Lexia and ST Math and AR)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
5800: Professional/Consulting Services And Operating Expenditures
MyOn program, Lexia, and ST Math,

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

Students with Special Needs

Strategy/Activity

Monitor students' with special needs progress on goals and objectives and make recommendations for supports and services through their Annual, Initial, and Triennial IEP meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2880	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Cost of Subs to release teachers for IEPs (18 days)
2880	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Cost of subs for RSP Teachers (18 days)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

Student with special needs

Strategy/Activity

Conduct Section 504 meetings to determine student eligibility for supports and/or accommodations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
480	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Cost of Subs (3 days)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Conduct DLI meetings regularly to support teachers in the biliteracy program. collaboration meetings will focus on implementation questions, planning for upcoming units, and identification of resources needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
materials to suppor DLI classes

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Conduct New Teacher meetings monthly to support new teachers with planning instruction, classroom management, and other issues that may affect student learning and teacher retention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Services
1000-1999: Certificated Personnel Salaries
salaries

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

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

All students, with focus on Special Education, Foster, Homeless

Strategy/Activity

Ensure confidentiality of documentation and sensitive student information.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Discretionary
5000-5999: Services And Other Operating Expenditures
Contract for Shredding Services

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

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

Students in grades K-6th

Strategy/Activity

Dual Language Immersion new teachers will observe other teachers in other DLI programs (including via Zoom) and collaborate to improve student achievement in the DLI program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Substitute Teachers, or extra hours

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 28

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (such as virtual experiences, assemblies and/or guest speakers). This will expand students' interest for career and college readiness and enhance their overall learning experience.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCFF - Targeted 5700-5799: Transfers Of Direct Costs Field Trip transportation
4500	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Field Trip services, entrance fees, and Contract

Strategy/Activity 30

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 31

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 32

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The school will provide opportunities for teachers to attend professional development in ELA, DLI, Math, and ELD in integrated and designated ELD, such as CAFE to improve instructional practices, and improve student progress and engagement. (District adopted technology platforms and programs Lexia, St Math, canvas etc...)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100	Title III 5000-5999: Services And Other Operating Expenditures CAFE Conference Ventura Chapter - Professional Development for ELD
2000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries teacher extra hours to attend PD

Strategy/Activity 33

Students to be Served by this Strategy/Activity

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

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

Middle School students

Strategy/Activity

Academic incentives will be provided to motivate and engage students in Middle School. to maintain targeted GPA.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF - Targeted
4000-4999: Books And Supplies
Academic Incentives

Strategy/Activity 34

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 35

Students to be Served by this Strategy/Activity

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

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

Middle School Students in AVID, which include English Learners, Migrant, Homeless, Foster, African-American and GATE

Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 7-8 (as allowed by the Covid-19 guidelines otherwise it will be a virtual fieldtrip).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Field Trip transportation and/or services, entrance fees, and operations
1000	LCFF - Targeted 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 36

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Leadership Team will meet monthly to create and monitor the Single Plan for Students Achievement; discuss, plan and develop support for teachers and students with implementation of the focus strand, and district adopted curriculum and technology platforms; analyze data and make recommendations to the school program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher Extra hours for Leadership Team Members

Strategy/Activity 37

Students to be Served by this Strategy/Activity

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

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

Students in 1st-8th grade

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES
4000-4999: Books And Supplies
Professional Development and training materials.

Strategy/Activity 38

Students to be Served by this Strategy/Activity

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

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

Students in 1st-8th grade

Strategy/Activity

A Teacher Liaison will be designated for the After School Program to coordinate communication with the after school program and help it support school needs by organizing curriculum, providing modeling, mentoring, and professional development for after school staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES
1000-1999: Certificated Personnel Salaries
Teacher extra hours

Strategy/Activity 39

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

ASES
4000-4999: Books And Supplies
Extra Hourly Time for Teachers, Supplies,
Refreshments

Strategy/Activity 40

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

We were not able to measure the overall effectiveness of the strategies/activities implemented to reach our goal due to COVID-19 as our instruction moved to distance learning in March. While we tried to maintain high levels of learning for our students, the data was inconsistent due to the following; there were inconsistencies in instructional time provided to students; data collected was inconsistent and unreliable due to a large number of students that did not take the assessments; and the state assessments were cancelled. However, the STAR Assessment Data that we had from the Winter Benchmark, indicated that we were on track to reaching the expected outcomes.

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

Funds were allocated for teacher collaboration, classroom libraries and other materials to support instruction this last school year that were not used entirely. In addition, other funds allocated and not used completely were intended to support the DLI program and teacher growth on best practices. This year, teachers will continue to collaborate within the context of Professional Learning Communities with a focus on strong first instruction and systematic writing instruction across all grade levels. Additionally, teachers will collaborate to implement the cycle of inquiry, monitor students progress through the RTI/MTSS model, identify students in need of small group

intervention, and extend opportunities for students to learn if they are not making progress towards the goal.

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

Cesar E. Chavez School will ensure that the metrics, goals and expected outcomes are monitored at least 3 times during the year. In addition to the goal to increase the percentage of students in the Met/Exceed Standard on the CAASPP, we have added a goal to decrease the percentage of students in the Not Met and Nearly Met Standard by 5%. As a school we have decided to add the Student Growth Percentile (SGP) from the STAR 360 assessments. Maintaining a focus on data analysis during our PLCs will help grade levels monitor student progress at all levels, inform instruction, and identify students for intervention or enrichment opportunities when needed. This year's funding will reflect distance learning needs of students and provide professional development and support for staff to integrate our new district-wide Learning Management System (LMS) called Canvas to help improve engagement of students during virtual instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rates Chronic Absenteeism	Based on the 2019-20 end of year attendance report, Chavez had an overall 96.26% Average Daily Attendance Rate. Based on the 2019-20 end of year absenteeism report 15.97% of students were identified as Chronic Absentees.	Increase Chavez attendance rate to 98%. Decrease the amount of student chronic absenteeism by 3%.
Suspension Rates	Based on the EOY District Suspension Data from 2019-2020, the suspension rate was 1.70% (N=15).	Decrease the amount of students suspended from school by 1%.
Panorama Survey	Based on the 2019-20 end of year Panorama Survey, 51% of students had a "growth mindset" and 48% of students believed they can "regulate their emotions."	Increase the percent of students in each category by 10%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Continue implementation of the positive behavior support model and school-wide. PBIS committee will identify areas of need and opportunities to improve the PBIS model. The specific focus this year will be establishing an incentive program based on SOAR during distance learning, establishing structured playground activities, and implementing clear and common expectations for all grade levels. Posters and/or banners will be printed and displayed in all classrooms and common areas as supports for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries PBIS team extra hours
500	LCFF - Targeted 4000-4999: Books And Supplies Print Posters and banners of Guidelines for Success

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Staff will continue the implementation of restorative approaches for Positive Behavior Interventions and Supports including restorative circles and community circles.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Centralized Services None Specified

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Outreach Specialist and Staff will collaborate to identify students with needs and provide supports to family and students who experience hardships.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Centralized Services 2000-2999: Classified Personnel Salaries Classified Salaries for Outreach Specialist
1000	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries for ORC: Extra time

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional concerns, individually and/or in small groups or class setting. (Tier I, II, III)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Centralized Services
1000-1999: Certificated Personnel Salaries
Classified Salaries for Counselor

1000

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Certificated Salaries: Extra time

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

In order to support the Core Academics of students and keep them drug free, the school will implement Minnesota Smoking Prevention Program in 6th grade and Project Alert in 7th grade.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

TUPE
MSPP & Project Alert programs

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Student discipline data will be monitored at the end of each trimester during the school year to identify trends and patterns of behavior and types of incidents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Centralized Services
1000-1999: Certificated Personnel Salaries

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Staff will follow the MTSS/RTI pyramid for behavior and social-emotional supports. The school will hold regular Coordinator Service Team (COST) and Student Success team (SST) meetings for at risk students to identify supports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
(See Goal 1 Activity # 10)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

All staff and students will participate in emergency preparedness drills: fire drills (monthly); earthquake drills (bi-monthly); lockdown drills (2x's yearly); and Schoolwide Evacuation (once a year).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Services
1000-1999: Certificated Personnel Salaries
salaries

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Playground equipment, signage and cones

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

In order to improve school connectedness and support students making positive choices, administration will create and share a weekly video bulletin for all students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Services
1000-1999: Certificated Personnel Salaries
Admin

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The Safety Committee will revise and monitor the Comprehensive School Safety Plan, provide Disaster Preparedness training to staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Safety Committee extra hours (maybe classified extra hours as well if part of the committee)
1000	LCFF - Targeted 4000-4999: Books And Supplies Materials to support implementation of safety plan

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Campus supervisors will monitor students before school, at lunch, at recess, and in the hallways and passing periods. There is a need to have multiple areas supervised at all times which requires the site to fund additional hours to keep students safe. The school will provide professional development by continuing to train campus supervisors in effective ways to support students with positive behavior and discipline. Training will include CHAMPS, PBIS, and NCPI when Covid-19 guidelines allow.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: 7 Campus Assistants
11700	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: For an additional campus supervisor (4 hours) for 130 days
2000	Discretionary 2000-2999: Classified Personnel Salaries Classified Salaries: Subs or Extra Time

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

In order to support the Core Academics of students, the Administration, ORC, and Counselor will hold regular social skills and "Guidelines for Success" assemblies once per trimester via Zoom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
staff salaries

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

3rd to 8th Grade

Strategy/Activity

Third through eighth grade students will participate in the Panorama SEL Survey to identify individual student needs, to identify school trends, and provide Tier II interventions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Counselor

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

To increase meaningful participation and build school culture, the school will implement spirit weeks throughout the year and conduct Schoolwide Monthly Webinars with positive message and recognition of students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Centralized Services
None Specified

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Students in 5th and 7th Grade will participate in the California Healthy Kids Survey. In addition, parents will take the California School Parents Survey and teachers will take the California School Teacher's Survey for data collection related to social-emotional health and well-being.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

TUPE
Surveys

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

Middle School students

Strategy/Activity

Students in 6th, 7th, and 8th grade will participate in the tobacco use prevention program, Friday Night Live (FNL).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

TUPE
Prevention Program

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

In order to support students with Engagement during Distance Learning, teachers will implement reward system for those students who have their cameras on and submit their work. The Office will support teachers by providing the incentives to students. Parents will be invited to bring their students to collect their rewards following the Safety guidelines under Covid-19.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
2000-2999: Classified Personnel Salaries
campus assistants assist with distribution

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Student attendance will be monitored. School will hold meetings with school representative and provide specific interventions and support to students and families in meetings when concerned with absences and tardies. Students will also receive incentives for improved attendance such as awards, prizes and end of year field trip (when it is allowable under Covid-19 guidelines)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Targeted 4000-4999: Books And Supplies Attendance Incentives
2000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Field Trip as incentive

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The school will provide social/emotional support and community services for students by the Healthy Start Social Worker in collaboration with school counselor and ORC.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary

Strategy/Activity 28

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

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

EL Students

Strategy/Activity

Parents and guardians of English Learners in need of supports and strategies for student behavior expectations may be referred by the ORC to Parenting Workshops, such as Project2Inspire and/or Triple P Classes.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	Title III 2000-2999: Classified Personnel Salaries campus supervisor extra hours for baby sitting
500	Title III 4000-4999: Books And Supplies Refreshments, snacks and food for parents and students

Strategy/Activity 30

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 31

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 32

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 33

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 34

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 35

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Due to the pandemic, school was closed March 2020, therefore we were not able to accurately measure our goals. However, data showed we met some of the expected outcomes such as the suspension rate which significantly decreased going from 5.59% in 2018-19 to 1.70% in 2019-20. All actions for this school year will be scheduled and communicated to all stakeholders through staff meetings, email and a shared calendar. The effectiveness of the actions will be evaluated after each trimester via collaboration with focus on data analysis. The PBIS team, counselor, ORC, administrators, and staff will continue to work on improving positive school climate and the social emotional support of our students.

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

The money that was budgeted for field trips and social skills assemblies was sufficient to cover the planned activities, however, these activities were not fully implemented due to school closures in March 2020. Therefore we had an excess of funds.

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

Through Distant Learning, School is including all stakeholders in developing the actions and strategies for this plan, including community, campus assistants, students and parents. The annual outcome is to implement the school-wide guidelines for success while instruction is on Zoom, develop a structured and safe playground for when it is permitted to be back, and improve school climate. We will continue to implement systems and processes to improve student attendance and hold informational meeting with parents.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Increase Parent Participation in ELAC Meetings	An average of 12 parents attended ELAC Meeting last year.	Increase parent attendance to ELAC Meetings by 25% this year as measured by the parent sign in sheets at the different education.
Distance Learning Parent Survey	A baseline will be establish this year	To have 25% of the parents respond to the survey.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Title 1 meetings will be held via Zoom to inform parents of school goals, programs, and activities twice a year, at the beginning and the end of year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries
Certificated Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The parent compact will be developed and revised at parent meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The Parent Involvement Policy will be developed and revised in collaboration with School Site Council.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Parent Education will be provided by the school, which will include transition to HS, to Middle School, out of Kindergarten, Early Literacy, A-G requirements, etc. in order to increase parent and family involvement in schools.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Classified Salaries: Babysitting

District Funded
1000-1999: Certificated Personnel Salaries
Counselor

District Funded
2000-2999: Classified Personnel Salaries
ORC

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

EL Students and all students

Strategy/Activity

Parent/Teacher conferences will be held in the Fall and the Spring to inform families of student ELA, Math, and ELD progress, ensuring the availability of translation services in order to establish effective communication between home and school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
200	Title III 2000-2999: Classified Personnel Salaries Classified Salaries: Translation
200	LCFF - Targeted 2000-2999: Classified Personnel Salaries Classified Salaries: Extra Time

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Coffee with the Principal meetings will be held to offer training opportunities for parents to learn how they can assist their child at home in ELA, Math, and learn about school goals. These meeting will have Mixteco translators, babysitting provided.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
100	LCFF - Targeted 4000-4999: Books And Supplies Materials, Supplies, Food
200	Title III 2000-2999: Classified Personnel Salaries Mixteco Translation

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

Special Education

Strategy/Activity

IEP meetings will be held to plan individual student support.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF - Targeted
1000-1999: Certificated Personnel Salaries
Substitute Teachers (Goal # 1)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Coordinate School Site Council (SSC) meetings and jointly develop agendas with parent input.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

200

LCFF - Targeted
4000-4999: Books And Supplies
Food snacks if we are back

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Notify parents of upcoming events through school marquee, Connect Ed Calls, student iPads, OSD app, display cases, and updated school website with information for parents.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100

Title III
1000-1999: Certificated Personnel Salaries

Certificated Salaries: Extra clerical support for translation

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Hold a Kindergarten Orientation for incoming Kinder students and sixth grade students. Teachers discuss academic expectation and parent students involvement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Services
1000-1999: Certificated Personnel Salaries
Teachers salaries

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Parent Teacher Association (PTA) meetings will be scheduled and agendas will be developed with parent input.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Services
1000-1999: Certificated Personnel Salaries
Parent meetings

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Invite parents of EL students whom been reclassified to a Reclassification Celebration.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Discretionary
4000-4999: Books And Supplies
Refreshments, cake and medals

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

The school will provide opportunities for parents to attend site based parent training to help low income families with student success, such as District Office training, teacher parent education nights, and CABE parent professional development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

Title III
5000-5999: Services And Other Operating
Expenditures
Travel and Conference

500

Title III
1000-1999: Certificated Personnel Salaries
Teacher Extra Time

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

Homeless and Foster Youth

Strategy/Activity

The School will provide support to homeless and foster youth families through the school counselor and outreach specialist. Their needs will be communicated through ORC to the site staff and will include home visits.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

300

Source(s)

LCFF - Targeted
2000-2999: Classified Personnel Salaries
Classified Salaries: Extra Time

District Funded
1000-1999: Certificated Personnel Salaries
Counselor

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

English Learner Advisory Council (ELAC) meetings and jointly develop agendas with parent input. These meeting will have Mixteco translators, babysitting, food and beverages provided. Students of parents who attend the meeting will be provided with an incentive to encourage more participation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

750

Source(s)

Title III
4000-4999: Books And Supplies
Materials and Supplies, including food and
beverages

200

Title III
2000-2999: Classified Personnel Salaries
Classified Salaries: Babysitting

300

Title III

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

Middle School Students

Strategy/Activity

Hold a virtual webinar for Middle school parents of students who get D and/or F on their Progress Reports to talk about expectations, give information to parents of how they can support their child in turning in their work.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100

District Funded
1000-1999: Certificated Personnel Salaries
Personal Services

Discretionary
5000-5999: Services And Other Operating
Expenditures
cost for graphics

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Grade levels will host their families to a virtual celebration of learning event (or in person as Covid-19 permits).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

LCFF - Targeted
1000-1999: Certificated Personnel Salaries

Strategy/Activity 18**Students to be Served by this Strategy/Activity**

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

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

8th Grade

Strategy/Activity

Invite parents to participate in their child's promotion to High school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

LCFF - Targeted
4000-4999: Books And Supplies
Expenses related to 8th grade promotion,

Strategy/Activity 19**Students to be Served by this Strategy/Activity**

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

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

All students

Strategy/Activity

Conduct an Parent Needs Survey (Distance Learning) to help identify parent needs and supports for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Services
1000-1999: Certificated Personnel Salaries
salaries

Strategy/Activity 20**Students to be Served by this Strategy/Activity**

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 27

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 28

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 30

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 31

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 32

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 33

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 34

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 35

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

Chavez has been able to successfully communicate with parents through EdConnect calls, Blackboard text messages, Twitter, Facebook, school marquee, website, and PeachJar. The successful communication has helped families support their children and the school in accomplishing our goal of student success. We are hoping to receive positive feedback from the data in the parent CHKS survey, further increase parent communication, and increase parent involvement.

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

Funds were allocated for parent nights celebrating our academy focus, CALCAT, and parenting classes. Due to school closures from COVID-19, many of the funds were not used. This year, we plan on hosting celebratory nights focusing on presenting student work by grade level. In addition, our counselor and ORC are working with VCBH and the FRC to provide parenting classes in an effort provide strategies for their children at home that parallel strategies used at school.

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

Despite beginning the year in remote learning, we continue to plan to hold virtual parent nights, virtual parenting classes, and virtual parent meetings. We plan to keep parents informed through webinars. Webinar topics include tips to succeed in Middle School, Promotion requirements and a Successful Transition to High School, and Succeeding in Distance Learning. We plan to be more proactive in an effort to get more participation in parent meetings.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$144,222.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$290,123.00

Other Federal, State, and Local Funds

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

Federal Programs	Amount (\$)
Title I	\$83,773.00
Title III	\$28,151.00

Subtotal of additional federal funds included for this school: \$111,924.00

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

State or Local Programs	Amount (\$)
Discretionary	\$55,699.00
LCFF - Intervention	\$29,258.00
LCFF - Targeted	\$93,242.00

Subtotal of state or local funds included for this school: \$178,199.00

Total of federal, state, and/or local funds for this school: \$290,123.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	83773	0.00
Title III	28151	0.00
LCFF - Targeted	93242	0.00
LCFF - Intervention	29258	0.00
Discretionary	55699	0.00

Expenditures by Funding Source

Funding Source	Amount
Discretionary	55,699.00
LCFF - Intervention	29,258.00
LCFF - Targeted	93,242.00
Title I	83,773.00
Title III	28,151.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Discretionary	2,500.00
4000-4999: Books And Supplies	Discretionary	47,760.00
5000-5999: Services And Other Operating Expenditures	Discretionary	4,539.00
5700-5799: Transfers Of Direct Costs	Discretionary	900.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	29,258.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	35,490.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	14,952.00

4000-4999: Books And Supplies	LCFF - Targeted	33,800.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	4,000.00
5700-5799: Transfers Of Direct Costs	LCFF - Targeted	500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	4,500.00
2000-2999: Classified Personnel Salaries	Title I	83,773.00
1000-1999: Certificated Personnel Salaries	Title III	8,901.00
2000-2999: Classified Personnel Salaries	Title III	1,400.00
4000-4999: Books And Supplies	Title III	17,250.00
5000-5999: Services And Other Operating Expenditures	Title III	600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	255,673.00
Goal 2	26,200.00
Goal 3	8,250.00

School Site Council Membership

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

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

Name of Members	Role
Adriana Morales	Parent or Community Member
Florencia Zavala	Parent or Community Member
Maria Teresa Salazar	Parent or Community Member
Evaristo Penafort	Parent or Community Member
Elizabeth Miravete	Parent or Community Member
Teresa Silvas	Other School Staff
Elsa Cortes	Classroom Teacher
Laura Silva	Classroom Teacher
Rosalinda Rodarte	Classroom Teacher
Bertha M. Anguiano	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



School Site Council



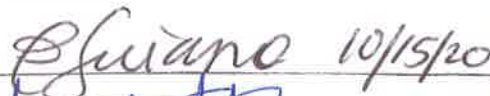
English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/15/2020.

Attested:



Principal, Bertha M. Anguiano on 10/15/20



SSC Chairperson, Maria Teresa Salazar on 10/15/20

Recommendations and Assurances

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Signature

Committee or Advisory Group Name

School Site Council

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/15/2020.

Attested:

Principal, Bertha M. Anguiano on 10/15/20

SSC Chairperson, Maria Teresa Salazar on 10/15/20

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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