

# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Robert J. Frank Academy of Marine Science and Engineering	56725386111850	October 6, 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.

Oxnard is the largest city in Ventura County. Oxnard is a vibrant city enjoying an ethnically diverse population of close to 200,000 residents. R.J. Frank was established in 1994 and is one of 20 schools added to the Oxnard Elementary School District. At the start of the 2014-2015 school year, R.J. Frank 6th grade to our school population and served 1,358 students in grades six, seven, and eight. The 2015-16 had 1,250 and 2016-17 1,310 students. In 2017-2018 school year was 1,245. The 2018-2019 enrollment was at 1260 with a waiting list of over 60. Currently our enrollment at Frank is 1184. R.J. Frank Middle School also transitioned to an Academy of Marine Science and Engineering through the support of a Magnet School Assistance Program Grant. The addition of the academies has supported the increase in elective offering for our students including: five robotics & four marine science elective classes (an increase of 2 classes in 16-17), oceanography and robotics units taught to all classes 6th through 8th grades. We have created a community partnership with California State University Channel Islands Crossing the Channels grant to support our Marine Science classes to work with Channel Islands University students, CSUCI professors and undergraduates. We are proud to announce that our school has recently won the prestigious Stem Golden Gear award for our excellent robotics program and the excellence award. Our school is also the host of the Oxnard School District's Newcomers Academy (NCA) for students who have arrived into the United States within the last two years. This NCA supports students' accelerated English Language Development in a supportive setting with the flexibility to allow students to move to higher level ELD classes and mainstream as they show progress in their acquisition of English. Frank School of Engineering and Marine Sciences sciences is a culturally diverse school community serving students from Latin America, Philippines, Japan, Iran, with students coming from homes speaking

thirteen different languages. Due to Covid 19 and our cohort model we have added an additional robotics and PE teacher for this school year in order to maintain safe distance. All campuses will also have two additional ISP positions to assist with improving literacy amongst our LTEL population.

The purpose of this plan in regards to goal one is to coherently align resources towards our mission and vision of our school and the district. The overall structure of this plan revolves around creating systems that allow for increased collective self efficacy for teachers. The classroom teacher is regarded in research as the most impactful employee when it comes to student achievement. This plan provides support for teachers in four key areas. The key areas include collaboration, content knowledge, pedagogy, and equity consciousness. This school year we are also placing more priority on developing opportunities for parents, staff and students to build self efficacy in the area of technology due to Covid 19. We believe and research shows that these are the most required areas for teachers in regards to teaching all students regardless of socioeconomic status, gender, perceived ability level or race. We feel that if any one of these areas are missing then the teaching staff can not fully gain collective self efficacy which in turn will lead to students not reaching their full potential.

Within goal two the plan focuses its efforts on addressing the whole child in regards to socio emotional needs. We have aligned resources to expand our PBIS program in a distance learning/hybrid environment, to strengthen our champs system, and to continue to utilize restorative practices. Our counseling program will continue with SEL pedagogy and student outreach including virtual circles. Our Outreach Coordinator will also be utilized to assist in home visits, parent education and progress monitoring. Our City impact grant will allow us to utilize two full time mentors to assist with our 8th grade students that are most at need.

Goal three addresses our parent engagement focus. We believe that it does take a village to raise a child. This plan encompasses that philosophy by giving parents ample opportunities to attain knowledge at the site. We are an asset minded community and we have opportunities for parents to provide input that can lead to improving student outcomes. Goal three addresses these efforts by outlining the way in which resources and strategies were used.

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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.

We had regular classroom observations at our site from administrators. We looked at our three instructional goals which are claim, evidence, reasoning along with collaborative conversations and group discussion to inform thinking. This was done school wide.

Additionally we conducted EL shadowing as a classroom observation tool to look at the amount of active engagement done so by EL learners.

Lastly we started reflective learning walks. The goal of the walks was to look at student learning and how they relate to claim, evidence, reasoning along with collaborative conversations and group discussion to inform thinking. We started with our leadership team and utilized Leverage Learning Group to build capacity with the process. The goal was to spread this throughout our site so that teachers can see student learning across campus.

Additionally this year we will be conducting virtual reflective walks in order to build capacity amongst our teachers within a distance learning format.

During our administrative visits and our reflective learning walks we collect quantitative data and give immediate feedback in order for everyone to have a common dialogue in the area of high leverage teaching practices in order to focus on good initial first teaching.

## 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)

We utilized CAASPP data at the start of the year to recognize student levels and to look at claims and targets. This was primarily used for teachers to do initial planning for the year. Teachers looked at grade level CAASPP data and cohort data. This data was also used through a report called distance from met which allowed teachers to have conversations with students on how close they were to the next level.

During the year teachers used IAB data to discuss student levels in relation to the rigor of CAASPP. This was the second year for teachers in our district to use this data. A big part of this process was building capacity on how the collective scoring of the IAB can inform instruction. Additionally we had conversations about how DOK levels relate to the rigor of the IAB's and how that corresponds with the classroom activities.

Additionally the teachers utilized professional learning communities to create common formative assessments for the second year. The CFA's were aligned to the IAB's which were aligned to the CAASPP. This formative assessment was given by all departments to inform instruction. All departments completed at least 3 full cycles of inquiry through the PLC process which included the development of a smart goal, creation of a CFA, analysis of CFA results, creation of interventions aligned to the needs, and a shift in instruction and planning based on the CFA data. Some departments completed four cycles of inquiry.

Star 360 data was also used by teachers to determine reading levels and math proficiency. Teachers used this data to identify student need. This led to strategic grouping and differentiation by the teacher.

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

We utilize progress monitoring on a continuous basis. We look at Star 360, Common Formative Assessments, IAB's and CAASPP data to modify instruction through our PLC process. We utilize a cycle of inquiry through grade level/content specific teams that give formative data at least every three weeks. We also look at teacher grades to identify students who may need assistance. Counselors regularly call student's in to check promotion status as well.

## 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.

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

We finished phase two of PLC implementation based on Dufour methods. We have a shared understanding of the fundamental purpose of PLC's. We have revamped our mission and vision statements. Our staff understands our current reality of our data. We have one hour allotted per week for PLC collaboration. We have developed meaningful teams by having our grade level and content area specific teams work together. All of our teams have created team norms and have built capacity to have effective collaboration. Our teams have identified essential standards and have aligned a guaranteed and viable curriculum. Lastly our PLC teams have determined goals aligned to school goals and have gone through at least four cycles of inquiry over two years. During COVID 19 we have maintained our PLC time through a negotiated schedule with our teachers union.

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

## **Opportunity and Equal Educational Access**

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

We help our underperforming students at Frank through a tiered system of support. In tier 1 our PLC teams identify students of need through our cycles of inquiry and CFA, Star 360 CAASP, IAB data and grades. In tier 2 we utilize our COST and SST process to utilize a team to make plans for student success either academically, socio emotionally or physically. Lastly we have our Care Center as our Tier 3 intervention. This placement puts students in a smaller class environment with more one on one support and attention. It also aligns numerous outside resources to coherently address the whole child. During remote learning we utilize our care center teacher to help other teachers establish norms of online learning for students who may need assistance. Lastly we have two mentors that are assigned to students who may need further connection. These two mentors follow the students from seventh to eight grad.

Evidence-based educational practices to raise student achievement

At Frank We have utilized our PLC process as our overarching vehicle. The three things it drives are the three components every teacher should be able to do to teach all students regardless of race, gender, SES or ability level. Those three items are similar to a three legged stool, without anyone of them the stool falls. The first leg of the stool is content knowledge. All of our teachers receive district and site training on content knowledge to keep them up to pace. The second leg is pedagogy knowledge. As a site we have focused on some high leverage teaching skills from the meta analysis of Hattie and Deborah Ball for the past three years. These include forming respectful relationships with students, eliciting and interpreting individual students thinking, implementing norms and routines for class discourse and work, providing oral and written feedback to students, setting up and managing small groups and setting short and long term goals for students. Additionally under pedagogy we have developed three growth areas that are also coherently aligned with our AVID site goals. This includes claim, evidence, reasoning and developing academic discourse in small group collaborative conversations along with having group discussions to come to a collective understanding. The last leg includes developing an equity consciousness throughout the staff. We have looked at disproportionality of F rates, suspension rates, test results and classroom referrals through equity audits in order to gain some insight on how to address our students needs in an equitable way.



## Parental Engagement

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

Our parents have a number of opportunities to get involved at Frank. Last year we were utilizing a parent empowerment program called Project 2 Inspire which focused on increasing the capacity of our parents to be able to navigate the public education systems. We also have parent participation in our SSC, ELAC and our PTO. Parents collaborate with staff during parent conferences, IEPs and SSTs. Lastly we utilize our ORC position, counselors and administration to complete educational opportunities for parents on campus. Some of the topics included the utilization of technology, cyber bullying, and the dangers of vaping.

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)

Our parents, community members, teachers, staff and students are involved in the planning, implementation and evaluation of our programs. During the planning phase our leadership team, ELAC committee and SSC committee meet to discuss school goals as they pertain to our data for CAASPP, Star 360, grades, suspension rate, attendance rate and reclassification rate. During those meetings we look at cohort data and grade specific data spanning five years. The three groups establish and evaluate goals using a SMART goal approach so that goals are specific, measurable, achievable, relevant and time-bound. Our leadership students also have input on our goals and we present our goals to the community and students through lobo news, open house and grade level assemblies. The implementation of these programs is closely monitored by our leadership team through our leadership professional learning community. During that time we continuously participate in progress monitoring and revisit action items to ensure follow through and collective responsibility. Our ELAC and SSC committees meet regularly to discuss the implementation of our programs and how progress is moving along. Lastly our leadership team does evaluate our programs by looking at our current reality end of the year summative data as well as our formative data. After this evaluation they bring that information back to their grade level PLC teams so that we can start the cycle of inquiry which would then lead us back to planning and goal setting once again. Our SSC and ELAC teams also work to evaluate the outcomes of our expenditures in order to form new goals and to adjust current goals and strategies along the way.

## Funding

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

We used categorical funds in a multitude of ways to ensure success for our underperforming students. We allocated funds to allow for extra hourly pay for teachers to collaborate within their professional learning communities. During this time the teachers identify struggling students and develop interventions for those students during the school day. We also allocated funds for instructional assistants to be in every newcomer classroom. The newcomer program services our students who have been in the country for two years or less. This student population has considerable needs and therefore needs this extra support so they do not underperform. Additionally we utilized categorical funds to provide AVID tutors. We have AVID electives that serve students who are striving to be first generation college students. AVID Excel is for our Long Term English Learners who are struggling with reading, writing and the use of academic language therefore have not met the reclassification criteria. By funding the tutors we therefore ensure that students are accessing core subject with success. Lastly we allocated funds for teachers who were on the leadership team. This was done to build capacity and collective teacher self efficacy as it pertains to pedagogy and collective leadership.

Fiscal support (EPC)

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

## **Stakeholder Involvement**

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

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

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

## **Resource Inequities**

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

Our EL population has shown some inequities during COVID 19 as demonstrated by the disproportionate absence rates. When compared to our EO population our EL population is marked absent at a higher rate. Additionally budget cuts led to a decrease in AP's a year ago, decreased clerical, decreased OT for clerical, elimination of a TOSA, elimination of math mentor and tech

mentor positions, a decrease in hourly pay (collaboration) for teachers and a decrease in campus supervisors all led to resource inequities.

# 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	0.24%	%	0.08%	3		1
African American	0.96%	%	0.58%	12		7
Asian	1.84%	%	2.57%	23		31
Filipino	2.56%	%	1.74%	32		21
Hispanic/Latino	92.09%	%	93.04%	1153		1,123
Pacific Islander	0.24%	%	0.17%	3		2
White	1.52%	%	1.16%	19		14
Multiple/No Response	%	%	0.66%			0
<b>Total Enrollment</b>				1252		1,207

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 6	409		408
Grade 7	426		391
Grade 8	417		408
<b>Total Enrollment</b>	1,252		1,207

### Conclusions based on this data:

Our enrollment dropped from 2016-2017 to 2017-2018. Our enrollment for 2018-2019 has remained steady at 1260. Two years we lost three teachers to declining enrollment districtwide and last year we lost two more. Consequently last year our enrollment was 1260 which is full and led us to having a wait list of over sixty students. This wait list was largest in the district and in school history. We are a school of choice and many parents choose to send their students to Frank. This year our enrollment has been capped at 1200 due to the reduction of staffing and the need to keep class sizes under the contractual cap. Our demographics have remained consistent as well with hispanics being by far the majority at our site at 90% or higher on a regular basis.

# 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			370			30.7%
Fluent English Proficient (FEP)			591			49.0%
Reclassified Fluent English Proficient (RFEP)			73			18.4%

### Conclusions based on this data:

Our overall percentage of EL learners has remained consistent. Our percentage reclassification rate decreased this last school year due to a focus we had in 2017-2018 to reclassify our special education EL population. That focus in 2017-2018 led to a large number of reclassifications. In 2019-2020, 15% of English learners were reclassified. 10% being general education English learners, and 5% Special education English learners. We continue to have data chats with the remaining 5 students who met the state ELPAC criteria for reclassification but have not met the local reading criteria.

# 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 6	429	410	383	406	401	372	405	401	372	94.6	97.8	97.1
Grade 7	436	416	415	414	405	390	414	405	390	95	97.4	94
Grade 8	429	405	410	416	400	388	416	398	387	97	98.8	94.6
All Grades	1294	1231	1208	1236	1206	1150	1235	1204	1149	95.5	98	95.2

\* 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 6	2459.	2461.	2471.	3.70	3.99	5.11	18.77	19.20	21.24	28.40	31.42	29.84	49.14	45.39	43.82
Grade 7	2480.	2495.	2514.	7.73	7.65	7.95	21.01	25.43	30.00	21.01	23.70	27.44	50.24	43.21	34.62
Grade 8	2505.	2506.	2519.	5.29	7.79	7.49	25.48	22.61	27.65	26.20	24.12	26.61	43.03	45.48	38.24
All Grades	N/A	N/A	N/A	5.59	6.48	6.88	21.78	22.43	26.37	25.18	26.41	27.94	47.45	44.68	38.82

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 6	7.41	7.73	9.68	43.46	43.14	38.71	49.14	49.13	51.61
Grade 7	11.62	10.62	12.56	35.35	39.75	45.13	53.03	49.63	42.31
Grade 8	11.11	12.59	15.25	41.06	36.27	39.79	47.83	51.13	44.96
All Grades	10.06	10.31	12.53	39.94	39.73	41.25	50.00	49.96	46.21

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 6	5.94	6.50	5.38	38.12	35.25	49.46	55.94	58.25	45.16
Grade 7	16.79	13.58	18.97	34.55	45.19	50.00	48.66	41.23	31.03
Grade 8	10.90	11.34	12.92	42.13	40.30	50.90	46.97	48.36	36.18
All Grades	11.24	10.48	12.53	38.27	40.27	50.13	50.49	49.25	37.34

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 6	7.65	6.00	6.99	56.30	58.50	59.14	36.05	35.50	33.87
Grade 7	5.81	6.17	8.21	47.22	54.81	57.95	46.97	39.01	33.85
Grade 8	7.97	9.07	9.30	59.90	56.93	59.69	32.13	34.01	31.01
All Grades	7.14	7.07	8.18	54.46	56.74	58.92	38.39	36.19	32.90

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 6	10.37	15.50	16.13	45.68	49.75	48.12	43.95	34.75	35.75
Grade 7	14.32	17.04	21.28	41.99	47.65	49.49	43.69	35.31	29.23
Grade 8	14.53	15.11	17.31	44.31	47.86	49.10	41.16	37.03	33.59
All Grades	13.09	15.89	18.28	43.98	48.42	48.91	42.93	35.69	32.81

**Conclusions based on this data:**

Our most recent CAASPP scores were from 2018-2019 due to the COVID pandemic. For those scores our 6th grade language arts team had 25% of their student meet or exceed standards. That is the highest score that team has produced in the previous three years. Our 7th grade language arts team had 38% of their students meet or exceed the standards. That score is the highest score this team has ever produced in CAASPP testing. Furthermore that score is the highest in the district for 7th grade language arts. Our 8th grade language arts team had 35% score met or exceeded on the CAASPP test. That is also the highest score that team has scored on the CAASPP test. Furthermore that is the second highest CAASPP score in the district. As promising as this data is we still have a large number of the students that fall below the standards met expectation. This is clearly a concern that needs to be addressed during class, after school and with partnership with families. We have been utilizing departmental grade level professional learning communities for teachers to discuss data and run cycles of inquiry to alter instruction and improve student performance for the past three years. Our site is using the PLC's to run multiple cycles of inquiry which allow us to deconstruct standards, set smart goals, administer pick high leverage instructional techniques, administer common formative assessments and to discuss the data in order to differentiate our instruction and intervention. We have also adopted an instructional focus that includes claim evidence reasoning, whole group discussion leading to collective understanding and collaborative conversations that contain academic dialogue which was started three years ago. These focus areas are also on our AVID site plan. Within these growth areas we are addressing how to produce standards based instruction which leads to higher DOK levels. Lastly we have implemented reflective learning walks. This is a process that includes teachers seeing student learning in other classrooms on a regular basis. We started this 2 years ago and fully implemented multiple walks before COVID 19. We are planning to implement these again upon our return but are encouraging the use of virtual reflective learning walks during remote learning. The focus in on our growth areas and the teachers receive feedback from the visiting teachers on the things that led to student success.

# 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 6	429	410	383	421	401	379	421	401	378	98.1	97.8	99
Grade 7	436	416	415	428	405	408	428	405	408	98.2	97.4	98.3
Grade 8	429	405	410	424	399	397	424	399	397	98.8	98.5	96.8
All Grades	1294	1231	1208	1273	1205	1184	1273	1205	1183	98.4	97.9	98

\* 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 6	2435.	2444.	2455.	3.33	4.24	3.97	8.08	11.47	13.76	26.37	25.94	27.78	62.23	58.35	54.50
Grade 7	2449.	2446.	2463.	4.44	2.22	4.90	7.24	8.40	10.05	23.13	25.43	25.00	65.19	63.95	60.05
Grade 8	2451.	2448.	2461.	4.72	6.27	5.79	7.31	6.52	6.30	19.10	16.54	20.40	68.87	70.68	67.51
All Grades	N/A	N/A	N/A	4.16	4.23	4.90	7.54	8.80	9.97	22.86	22.66	24.34	65.44	64.32	60.78

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 6	4.99	5.99	6.63	22.80	22.94	28.12	72.21	71.07	65.25
Grade 7	7.26	5.94	6.37	18.27	20.54	23.53	74.47	73.51	70.10
Grade 8	5.44	6.02	6.08	19.86	17.79	20.25	74.70	76.19	73.67
All Grades	5.90	5.98	6.36	20.30	20.43	23.90	73.80	73.59	69.75

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 6	5.23	5.49	6.10	26.84	34.91	40.32	67.93	59.60	53.58
Grade 7	6.31	2.96	6.62	32.01	36.54	35.54	61.68	60.49	57.84
Grade 8	7.55	9.02	7.05	25.00	30.83	27.96	67.45	60.15	64.99
All Grades	6.36	5.81	6.60	27.97	34.11	34.52	65.67	60.08	58.88



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 6	3.56	5.74	5.31	35.87	33.17	41.11	60.57	61.10	53.58
Grade 7	7.01	2.96	6.13	39.49	46.17	48.77	53.50	50.86	45.10
Grade 8	4.96	6.27	5.81	37.12	35.34	40.66	57.92	58.40	53.54
All Grades	5.19	4.98	5.76	37.50	38.26	43.61	57.31	56.76	50.64

**Conclusions based on this data:**

During our last scored CAASPP which was 2018-2019 our 6th grade math team had 18% of their students meet or exceed standards on the CAASP exam. This is the highest CAASPP scores they have achieved. Furthermore it is the second highest math score in the district when looking at % of met or exceeded. Our 7th grade team had 15% meet or exceed standards. This is the highest CAASPP scores for 7th grade math in the history of the exam for our site. Furthermore the percentage of met or exceeded is tied for first in the district with the highest amount scored. Lastly our 8th grade team had 12% of students meet or exceed standards on the CAASPP exam. For the previous four years this score has remained the same. Even though the growth is promising in many areas we still have far too many students not meeting or exceeding standards in math which is clearly a concern that needs to be addressed during class, after school and with partnership with families. We have been utilizing departmental grade level professional learning communities for teachers to discuss data and run cycles of inquiry to alter instruction and improve student performance for the past three years. Our site is using the PLC's to run multiple cycles of inquiry which allow us to deconstruct standards, set smart goals, administer pick high leverage instructional techniques, administer common formative assessments and to discuss the data in order to differentiate our instruction and intervention. We have also adopted an instructional focus that includes claim evidence reasoning, whole group discussion leading to collective understanding and collaborative conversations that contain academic dialogue for the past three years. These focus areas are also on our AVID site plan. Within these growth areas we are addressing how to produced standards based instruction which leads to higher DOK levels. Lastly we have implemented reflective walk throughs. This is a process that includes teachers seeing student learning in other classrooms on a regular basis. Our site produced multiple rounds of reflective learning walks before COVID 19. The focus in on our growth areas and the teachers receive feedback from the visiting teachers on the things that led to student success. In addition we have worked with a math coach with a select group of teachers. The teachers got professional development on Jo Boaler techniques, conducted classroom visits, participated in lesson studies and analyzed data in order to inform instruction.

# 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 6		1507.7		1500.0		1514.9		113
Grade 7		1488.0		1464.6		1511.0		124
Grade 8		1497.2		1481.5		1512.5		109
All Grades								346

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
6		7.96		43.36		30.09		18.58		113
7		8.87		25.00		29.84		36.29		124
8		5.50		24.77		29.36		40.37		109
All Grades		7.51		30.92		29.77		31.79		346

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
6		24.78		45.13		12.39		17.70		113
7		14.52		29.03		20.16		36.29		124
8		18.35		23.85		20.18		37.61		109
All Grades		19.08		32.66		17.63		30.64		346

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
6		2.65		18.58		45.13		33.63		113
7		4.03		16.13		40.32		39.52		124
8		2.75		13.76		37.61		45.87		109
All Grades		3.18		16.18		41.04		39.60		346

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
6		14.16		60.18		25.66		113
7		8.87		45.16		45.97		124
8		9.17		49.54		41.28		109
All		10.69		51.45		37.86		346

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
6		36.28		46.02		17.70		113
7		25.81		37.90		36.29		124
8		27.52		33.94		38.53		109
All Grades		29.77		39.31		30.92		346

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
6		3.54		29.20		67.26		113
7		4.03		42.74		53.23		124
8		4.59		26.61		68.81		109
All Grades		4.05		33.24		62.72		346

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
6		17.70		71.68		10.62		113
7		7.26		64.52		28.23		124
8		0.00		77.06		22.94		109
All Grades		8.38		70.81		20.81		346

**Conclusions based on this data:**

Due to COVID 19, we will continue to use the 2018-2019 ELPAC scores. These scores showed that our emerging level one students scored the lowest in listening and reading. Reading was the lowest score with 63% of students not meeting standard for emerging one students. For expanding 2 students the writing and listening components were the most challenging. Writing is the most challenging for expanding 2 students with 71% not meeting standard. Lastly our bridging students have the most difficulty with the speaking domain with 30% of these students not meeting standard for speaking. This data tells use that we must level our ELD classes by ELPAC levels and then address the domains needed within that level for reclassification. Emerging students need reading and

listening the most. Our expanding 2 students need writing and listening the most. Lastly our Bridging 3 students need speaking the most. By leveling the students and utilizing ELPAC data we can target our instruction to better meet the students' needs. In addition, teachers and administrators have EL data talks with students so they may identify their areas of strength and need. We have expanded our AVID Excel program through 6th-8th grade to address the needs of our long term English language learners and focus on the academic language discussions and discourse. The year of 2019-2020, we had 36 students meet the ELPAC requirement of level 4 to be reclassification candidates. Of the 36, 31 students met the reading component, teacher recommendation, and parent input to be reclassified. 86% of students who scored level 4 were reclassified. We need to focus on collaborative conversation opportunities across all subject areas. The 2020-2021 school year began with 5 remaining students who earned an overall 4 on the ELPAC but need to obtain a 25th percentile score on STAR 360 to be reclassification candidates. Due to COVID 19, we emailed and called students and had data chats as well as talked to them individually about their reclassification status and motivated them to try their best on STAR 360.

# 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
1223	78.7	32.5	0.2

This is the total number of students enrolled.

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

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

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

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	397	32.5
Foster Youth	2	0.2
Homeless	34	2.8
Socioeconomically Disadvantaged	963	78.7
Students with Disabilities	162	13.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	7	0.6
American Indian	2	0.2
Asian	29	2.4
Filipino	25	2.0
Hispanic	1127	92.2
Two or More Races	10	0.8
Pacific Islander	3	0.2
White	20	1.6



### Conclusions based on this data:

Overall our enrollment has stayed consistent in the amount of students overall, minority percentage, EL percentage and SES percentage. We are the largest middle school in our district. Our minority percentage, SES, SPED and EL learner percentage are all above the state average.

# 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"><b>English Language Arts</b></p>  <p data-bbox="293 506 371 533">Yellow</p>	<p data-bbox="673 426 950 457"><b>Chronic Absenteeism</b></p>  <p data-bbox="769 506 847 533">Green</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1247 506 1325 533">Green</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="289 703 376 730">Orange</p>		

### Conclusions based on this data:

In language arts we made growth in 2019-2020 in the % of students meeting or exceeding standards. Our language arts team also made some large growth in between bands as recognized by the core collaborative. Our mathematics scores still continue to be in the red in 2018-2019 despite having the highest scores in the school's history in both 6th and 7th grade math. We will continue to make progress to address this concern. Our suspension rate continued to decrease for the second straight year leading to our lowest suspension rate in school's history in 2018-2019. Lastly our chronic absenteeism rate continued to decrease the last two years leading to the lowest chronic absenteeism rate in the district in 2018-2019. Before COVID 19 we were on track to have the lowest suspension and truancy rate in schools history with our 2018-2019 data. Our suspension rate and truancy rates ended up being the lowest out of district middle schools for the third straight year.

# 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><b>All Students</b></p>  Yellow 46.6 points below standard Increased ++13.7 points 1157	<p><b>English Learners</b></p>  Orange 74.1 points below standard Increased Significantly ++19.7 points 735	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
<p><b>Homeless</b></p>  No Performance Color 115.8 points below standard Increased Significantly ++20.3 points 28	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 55.4 points below standard Increased Significantly ++16.3 points 927	<p><b>Students with Disabilities</b></p>  Orange 125.3 points below standard Increased Significantly ++24.3 points 157

**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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 21.3 points above standard Maintained ++1.7 points 28	 No Performance Color 66 points above standard Increased ++14.3 points 24
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 52 points below standard Increased ++12.9 points 1066	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 1.5 points below standard Increased Significantly ++51.6 points 19

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
124.7 points below standard Increased ++14.8 points 292	40.8 points below standard Increased Significantly ++15.7 points 443	17.2 points below standard Increased ++11.6 points 259

**Conclusions based on this data:**

Even though we saw large growth within language arts overall in 2018-2019 we are still have too many students below standard. Furthermore our EL and SPED population are not producing at the same levels as a general population which is causing inequities in student achievement. We are having data discussions with teachers regarding disproportionate amounts of underperformance of students based on EL and SPED status. We are also conducting professional developments so that teachers can better identify these students, pull useful data on these students and give these students high rigor instruction with some scaffolding and differentiation as needed. Currently we are running equity audits during COVID 19 to determine which students are not getting the equitable services that they need.

The 2019-2020 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 28 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Reading assessment. The 2019-2020 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 62 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Reading assessment. This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2020-2021 school year on the STAR 360 Reading Assessment.



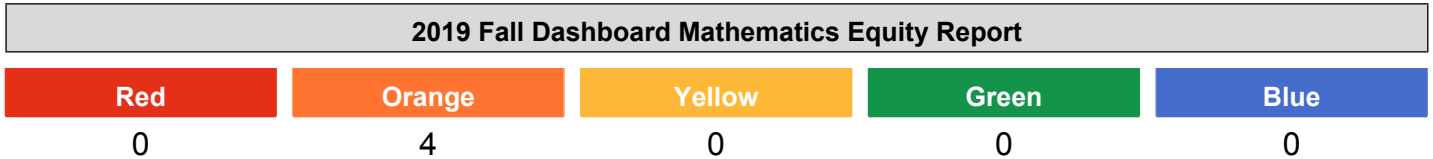
# School and Student Performance Data

## 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><b>All Students</b></p>  Orange 104.8 points below standard Increased Significantly ++15.3 points 1155	<p><b>English Learners</b></p>  Orange 128.2 points below standard Increased Significantly ++16.9 points 736	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p><b>Homeless</b></p>  No Performance Color 164.8 points below standard Increased Significantly ++24.2 points 28	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 115.4 points below standard Increased Significantly ++15.6 points 925	<p><b>Students with Disabilities</b></p>  Orange 175.8 points below standard Increased Significantly ++25.5 points 158

### 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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 19.8 points below standard Increased ++14.3 points 28	 No Performance Color 12.7 points above standard Increased Significantly ++18.8 points 24
Hispanic	Two or More Races	Pacific Islander	White
 Orange 110.1 points below standard Increased Significantly ++15.2 points 1064	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 59.3 points below standard Increased Significantly ++20 points 19

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
174 points below standard Increased ++9.3 points 292	98.1 points below standard Increased Significantly ++15.6 points 444	77.1 points below standard Increased Significantly ++17.2 points 257

#### Conclusions based on this data:

Even though we saw growth in 6th and 7th grade in 2018-2019 we are still seeing overall underachievement from all students. Furthermore our EL students and SPED population are underachieving the most. We have worked with a math coach and will continue to utilize Jo Boaler techniques with our teachers. Additionally these teachers collaborate, conduct walk throughs, participate in lesson studies and look at data to inform instruction. Teachers get collaboration time and are given the capacity needed to disaggregate data by EL and SPED status. Good initial first instruction is discussed in detail as a way to improve our scores with all students. This includes our teachers utilizing claim, evidence, reasoning along with group discussions to build collective understands and the utilization of collaborative conversations to increase academic vocabulary. The good initial first instruction is also done with standards based instruction that is constantly moving towards higher DOK levels for students. A large amount of our Reclassified English Learners were special ed. Many special education EL students were reclassified. Our English only group dropped 8.1 points in 2018-2019. This cohort in general has been consistently low as they have traveled through the grades. STAR 360 Math

The 2019-2020 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 25 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Math assessment. The 2019-2020 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 39 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Math assessment. This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2020-2021 school year on the STAR 360 Math Assessment.

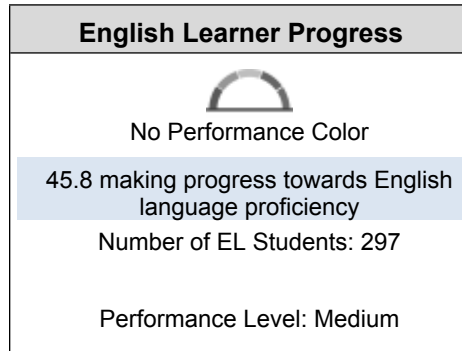


# School and Student Performance Data

## 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
13.4	40.7	1.0	44.7

#### Conclusions based on this data:

Our newcomers make up approximately 22% of our EL population and generally test into level 1 ELPAC. We have 30.8% of our students in level one.

We have approximately 28% of our ELs who have exited the newcomer academy. Their scores are usually a level 2 or 1.

13.3% of ELs students are in level 4 and have met the state ELPAC criteria for reclassification. If they are not meeting the reading criteria for reclassification, they are in an ELD class specifically targeting the reading domain, so they will be eligible.

The majority of our students are in level 3. We are addressing their needs by placing them in AVID Excel classes. The majority of our level 3 students need to improve their reading skills. Reading is an area of growth for all middle schools.

Frank teachers will continue to use ELD standards based instruction using district adopted curriculum and materials. During distance learning, students in designated ELD will receive thirty minutes of ELD instruction two days a week as indicated in the distance learning schedule. English learners also received integrated ELD in all general education classes, which will include high rigor language instruction with appropriate scaffolds. Our content area teachers will continue to teach literacy across all contents in order to build language for all students including English Learners.

In 2019-2020, 15% of English learners were reclassified. 10% being general education English learners, and 5% Special education English learners. We continue to have data chats with the remaining 5 students who met the state ELPAC criteria for reclassification but not the reading criteria.

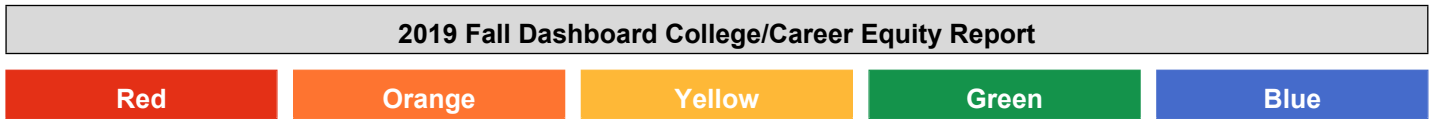
# School and Student Performance Data

## Academic Performance College/Career

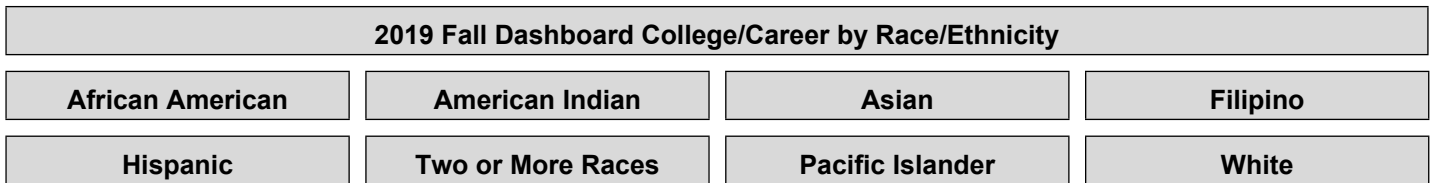
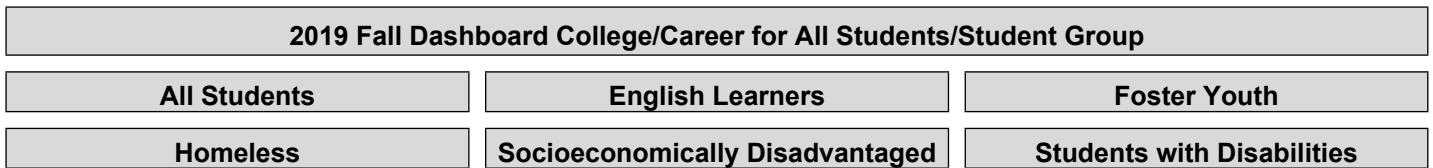
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

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.



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:

Not applicable to Frank

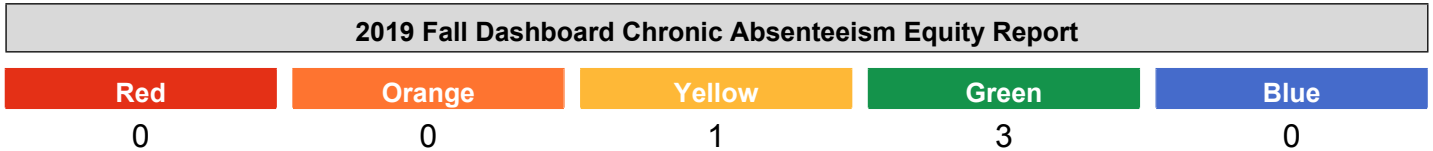
# School and Student Performance Data

## 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><b>All Students</b></p>  <p>Green</p> <p>3.2</p> <p>Declined -0.6</p> <p>1255</p>	<p><b>English Learners</b></p>  <p>Green</p> <p>2.6</p> <p>Declined -1.7</p> <p>431</p>	<p><b>Foster Youth</b></p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>
<p><b>Homeless</b></p>  <p>No Performance Color</p> <p>4</p> <p>Declined -4</p> <p>50</p>	<p><b>Socioeconomically Disadvantaged</b></p>  <p>Green</p> <p>3.6</p> <p>Declined -0.5</p> <p>1008</p>	<p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>8.6</p> <p>Maintained +0.4</p> <p>174</p>

**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 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 6.9 Increased +6.9 29	 No Performance Color 0 Maintained 0 25
Hispanic	Two or More Races	Pacific Islander	White
 Green 3.2 Declined -0.6 1158	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color 0 Declined -5 21

**Conclusions based on this data:**

Our data in this area has improved the last four years. Additionally it has been the lowest in the district for all schools. Our outreach coordinator, school counselors, attendance tech and principal will continue to identify students who are showing trends of truancy in order to intervene and improve the students attendance by uncovering the root problem of the truancy. Additionally we will continue to build a positive culture on campus through PBIS/CHAMPS protocols as well as create classroom conditions that are rigorous and relevant. Lastly we will continue to build positive relationships with students through our programs like WEB, city impact mentoring, clubs and sports. PTO has supported our attendance incentive program by funding gift cards for attendance incentives.

# School and Student Performance Data

## Academic Engagement Graduation Rate

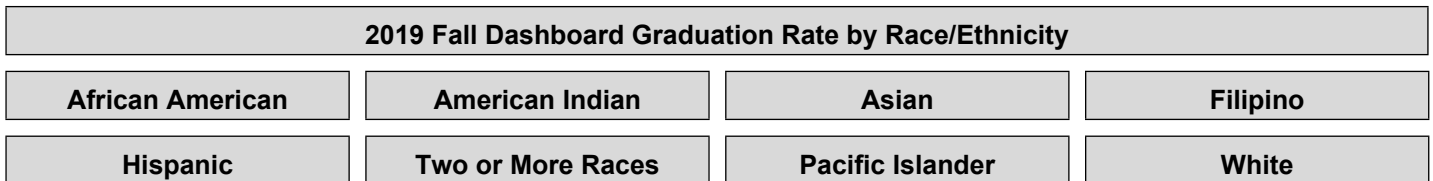
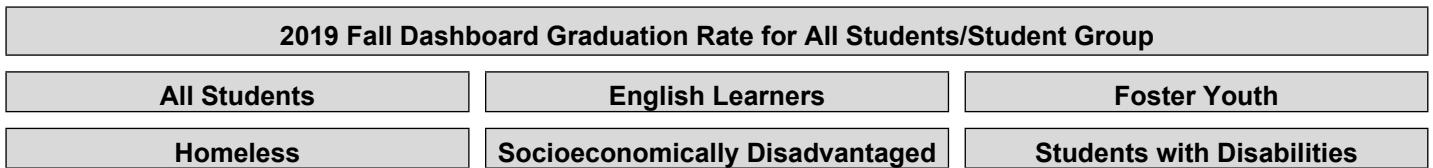
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

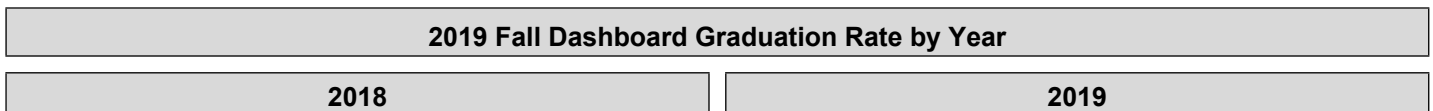
This section provides number of student groups in each color.



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:

Not applicable to Frank



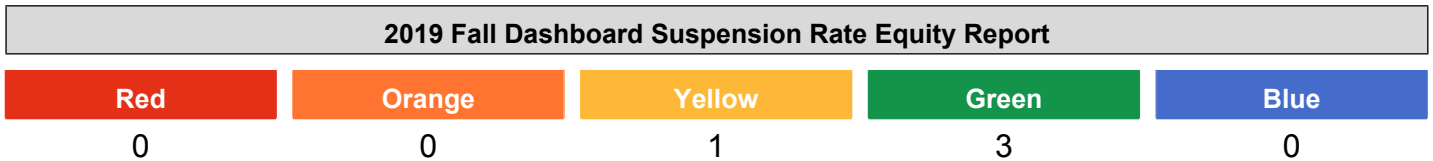
# School and Student Performance Data

## 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.



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><b>All Students</b></p> <p>Green</p> <p>5.4</p> <p>Declined -1.5</p> <p>1267</p>	<p><b>English Learners</b></p> <p>Green</p> <p>6.7</p> <p>Declined -1.4</p> <p>434</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>9.8</p> <p>Increased +2.7</p> <p>51</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>6.2</p> <p>Declined -1.8</p> <p>1018</p>	<p><b>Students with Disabilities</b></p> <p>Yellow</p> <p>9.7</p> <p>Declined -2.1</p> <p>176</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 7	 No Performance Color Less than 11 Students - Data 2	 No Performance Color 0 Maintained 0 29	 No Performance Color 0 Maintained 0 25
Hispanic	Two or More Races	Pacific Islander	White
 Green 5.7 Declined -1.6 1169	 No Performance Color Less than 11 Students - Data 10	 No Performance Color Less than 11 Students - Data 3	 No Performance Color 0 Declined -10 22

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

### 2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7	5.4

#### Conclusions based on this data:

Overall suspension rate was decreased to a level that is the lowest in school history. Our suspension rate has continued a downward trend for the last three years. Furthermore our suspension rate decreased once again in the areas of special ed and EL learners. As promising as this data is we are still striving to ensure that special ed and EL learner suspension rates decrease in order to be closer to the general population. We will work to see the trend of a reduction in suspensions by maintaining ample supervision, having clear expectations for students and to continue to build positive relationships. We will continue to improve on our PBIS approach. Last year we received the silver award from the PBIS CA coalition. Moving forward we want to achieve gold medal status. In order to do that we not only have to have clear expectations for students in common areas, but also our guidelines for success and an incentive system for positive behavior. We must now start to look at how we can set up procedures in place within the classroom that foster positive student behavior.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Language Arts and Math

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	2018-19 CAASPP assessment data by grade level: 6th grade students: 25% of students scored "Met Standard" or "Exceeded Standard" based on 2018-19 CAASPP assessment data. 7th grade students: 38% of students scored "Met Standard" or "Exceeded Standard" based on 2018-19 CAASPP assessment data. 8th grade students: 35% of students scored "Met Standard" or "Exceeded Standard" based on 2018-19 CAASPP assessment data.	CAASPP ELA The number of 6th grade students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 13%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 7%. The number of 8th grade students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 12%.
CAASPP Math	2018-19 CAASPP assessment data by grade level:	CAASPP Math: The number of 6th grade students scoring "Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>6th grade students: 18%% of students scored "Met Standard" or "Exceeded Standard" based on 2018-19CAASPP assessment data.</p> <p>7th grade students: 15% of students scored "Met Standard" or "Exceeded Standard" based on 2018-19 CAASPP assessment data.</p> <p>8th grade students: 12.% of students scored "Met Standard" or "Exceeded Standard" based on 2018-19 CAASPP assessment data.</p>	<p>Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 15%.</p> <p>The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 10%.</p> <p>The number of 8th students scoring "Met Standard" or "Exceeded Standard" based on 2020-2021 CAASPP assessment data will increase by 7%.</p>
STAR 360 Reading	<p>STAR 360 Reading</p> <p>The 2019-2020 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 28 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Reading assessment.</p> <p>The 2019-2020 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 62 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Reading assessment.</p>	<p>STAR 360 Reading</p> <p>This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2020-2021 school year on the STAR 360 Reading Assessment.</p>
STAR 360 Math	<p>STAR 360 Math</p> <p>The 2019-2020 6th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 25 based on the Fall 2019 and Fall 2020 administration of the STAR 360 Math assessment.</p> <p>The 2019-2020 7th grade cohort had a Student Growth Percentile (growth relative to academic peers) of 39 based on the Fall 2019 and Fall 2020</p>	<p>STAR 360 Math:</p> <p>This year's 7th and 8th grade cohorts will achieve a Student Growth Percentile of 50 during the 2020-2021 school year on the STAR 360 Math Assessment.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	administration of the STAR 360 Math assessment.	
Reclassification.rates	ELPAC/RECLASSIFICATION: In the 2019-20 school year, 86% of level 4 English Learners met ELPAC criteria for reclassification. 15% of English learners were reclassified; 10% were general education English learners, and 5% were special education English learners.	ELPAC/RECLASSIFICATION: We will reclassify all students who are a current ELPAC level 4.

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, SES, SPED, EL.

### Strategy/Activity

Hold Grade/Department Collaboration Meetings to review data at the school-wide level, grade level, classroom level and individual student levels. District approved materials and curriculum implementation guides will be used. Time for collaboration will be arranged by department for PLCs and new curriculum implementation. One hour a week is set aside for teachers to collaborate both horizontally and vertically. The purpose of the PLC meetings is to decide what to teach, how to teach it, how to assess what you taught, to decide on actions if students do not learn and finally to decide on actions if students are learning.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
9,600	Title I 1000-1999: Certificated Personnel Salaries Teachers extra help , (Title I OPY funds)
35,600	LCFF - Targeted

	Teachers extra help
26000	LCFF - Intervention
	Teachers extra help
3300	Title III
	Teachers extra help

## Strategy/Activity 2

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

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

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

All.

### Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

#### Source(s)

	Centralized Services
	School Counselors salaries (2)
6000	LCFF - Targeted
	None Specified
	Counselor extra pay

## 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.

### Strategy/Activity

Post Language and Content Objectives each day in each classroom.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

### Strategy/Activity 4

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

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

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

Strategy/Activity

Increase academic success through through the support of two ISP positions

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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  
ISP

### 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

Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded  
Assessments

### Strategy/Activity 6

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

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

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

Strategy/Activity

Implement STAR 360 program in all math and language arts 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)

District Funded  
AR contract

**Strategy/Activity 7**

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

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

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

All students.

Strategy/Activity

During PLC time teachers will calibrate writing, develop common rubrics, share instructional techniques and review pacing guides. Teachers will also develop common formative assessments and discuss data in relation to IAB's and common formative assessments.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 8**

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

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

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

All students.



Strategy/Activity

Monitor the implementation and progress of the SPSA through Leadership, SSC and ELAC meetings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

	No additional cost
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**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

Administration as well as teacher leaders will provide professional development at staff meetings and other times as needed. The focus of the professional development will be on our growth areas that will be derived from data. Professional development will also take place in professional learning communities during collaboration time.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2100	Title III None Specified Teacher Extra help
6000	Title I 1000-1999: Certificated Personnel Salaries Teacher extra help
11281	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher extra help
4000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher extra help

**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.

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 11**

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

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

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

Strategy/Activity

ISP positions will work with ELD staff on strategies and differentiation for our LTEL students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
ISP

**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.

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 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 AVID & AVID Excel students

**Strategy/Activity**

AVID Tutors will be used to implement the AVID program. Tutors will also support the AVID Excel program for EL 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)
16000	LCFF - Targeted 2000-2999: Classified Personnel Salaries Avid and Avid Excel tutors
21000	Title I 2000-2999: Classified Personnel Salaries Avid and Avid Excel tutors

**Strategy/Activity 14**

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

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

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

**Strategy/Activity**

Materials/Software and supplies will be purchased ( Newsela) to support intervention and enrichment activities.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
7006	LCFF - Targeted 4000-4999: Books And Supplies Materials/Supplies
2740	Title III 4000-4999: Books And Supplies Materials/Supplies
27316	Discretionary 4000-4999: Books And Supplies Materials/Supplies to support programs
25270	Title I

	4000-4999: Books And Supplies Materials/Supplies
8000	Title I 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions

**Strategy/Activity 15**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 16**

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

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

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

All students

Strategy/Activity

Grade and course specific collaboration and data analysis will occur during the school day.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

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Teacher release time for collaboration (Activity 1)
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See Subs for collaboration (Activity 9)
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**Strategy/Activity 17**

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

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

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

English Language Learners

Strategy/Activity

Teachers will use ELPAC release questions in preparation for the 2020-2021 ELPAC testing cycle.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 18**

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

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

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

English Language Learners

Strategy/Activity

Teachers will obtain and utilize the ELPAC grading instrument/rubric to be used for test preparation

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 19**

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

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

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

English Language Learners

Strategy/Activity

ELPAC Level 1s & 2s, who are less than two years in the US, are ability grouped in an academy to bring skills and language to grade level using ELD standards as quickly as possible in both Language Arts and Math.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Counselors' salaries (see previous activity # 2)

[Empty box for Amount(s)]

ISP's (see previous activity # 4,#11)

**Strategy/Activity 20**

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

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

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

English Language Learners

**Strategy/Activity**

ELPAC Level 1s & 2s, who have been in the US more than two years, are in an intervention program to bring skills and language to grade level using ELA & ELD standards as quickly as possible in both Language Arts and Math.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Counselors' salaries (see activity # 2)

[Empty box for Amount(s)]

ISP's (see goal 1, activity 11)

**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**

ELPAC 3s, 4s are ability grouped in core ELA and Math curriculum with EOs where teachers are using SIOP Teaching strategies and Math, ELA, ELD standards to reach proficiency as quickly as

possible. Some of these student's will also be placed in AVID excel in order to accelerate reclassification.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Counselors' salaries (activity # 2)

ISP's (activity # 4, # 11)

### Strategy/Activity 22

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

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

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

English Learners and Special Education

Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 23

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

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

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

English Language Learners

Strategy/Activity

Two ISP's will be utilized to help with staff and students. ISP's will provide literacy support to LTEL students. Clerical services for EL students will be provided.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded

**Strategy/Activity 24**

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

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

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

All students

Strategy/Activity

Use AVID/AVID Excel strategies to instruct students school-wide on study skills.Students will use and participate in: Cornell notes, goal setting, character building activities, tutoring and service-oriented projects.Teachers will attend the AVID summer institute.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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

**Strategy/Activity 25**

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

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

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

All students

Strategy/Activity

Continue positive reinforcement of academic and attendance success through AR 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)

[Empty box for Amount(s)]

[Empty box for Source(s)]



**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

Bilingual para educator and clerical staff will support EL 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)
5751	Title III 2000-2999: Classified Personnel Salaries Bilingual para educator salary
17250	Title I 2000-2999: Classified Personnel Salaries bilingual para educator salary
4094	Title I 2000-2999: Classified Personnel Salaries bilingual clerical support
42669	Discretionary 2000-2999: Classified Personnel Salaries bilingual clerical support and campus supervisor support
37753	LCFF - Targeted 2000-2999: Classified Personnel Salaries Library media tech support, campus supervisor support and bilingual clerical support
3800	Title III 2000-2999: Classified Personnel Salaries Bilingual Clerical Support

**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

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Centralized Services

Library Tech salary

### 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.

All students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

--

District Funded
Professional Development

### **Strategy/Activity 34**

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

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

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

Strategy/Activity

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

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

### **Strategy/Activity 35**

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

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

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

Strategy/Activity

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

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

### **Strategy/Activity 36**

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

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

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

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 37**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 38**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 39**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 40**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Annual Review

### SPSA Year Reviewed: 2019-20

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

## ANALYSIS

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

We completed phase two of PLC implementation and are entering phase three. During phase one of PLC implementation our mission and vision were created and revamped. Our collective commitments were decided on by departments by looking at research and best practices. The collective commitments are used as our driving force. We established grade/content level teams. Those teams meet for at least one hour per week during PLC collaboration time. The teams completed one cycle of inquiry towards the end of the year which followed the plan, do, study, act format. During this PLC implementation the leadership team first built capacity and then collectively distributed this knowledge through PLC grade level meetings. This included things such as how to develop smart goals, how to pull and interpret data, how to collaborate and run efficient meetings, best pedagogy practices, how to deconstruct standards, DOK levels, interventions and how to develop common formative assessments. Lastly departments discussed data by conducting equity audits which further looked at disproportionately of F rates, IAB, CFA and CAASPP scores by EL, SES and SPED. During phase two of PLC implementation we shared our team goals with all stakeholders and made our team outcomes explicit and clear. PLC teams had agreed upon agendas, protocols and accountability measures. PLC teams created multiple cycles of inquiry and evaluated the results to inform instruction and differentiation. Furthermore the PLC teams worked on celebrating successes. For the 2020-2021 school year we will be entering phase three of PLC implementation. One of the main additions will be to create a multi-tiered system of support intervention based on team data.

Additionally to PLC development we started reflective learning walks in 2018-19 and continued them in 2019-2020. We received training from Leverage Learning group to our leadership team. After we built capacity the leadership team conducted a successful walk with the goal being that we would spread capacity to other teachers and then we completed one reflective learning walk per month in 2019-2020 before COVID 19. We are planning to implement virtual reflective learning walks until we come back to the school site.

Our results were promising in 2018-2019 which was the last year CAASPP was recorded before COVID 19. For CAASPP we grew in 4/6 areas and stayed the same in the other two. Our seventh grade ELA scores were number one in the district. Our 7th grade math scores were tied for number 1 in our district. Our 6th grade math scores were second in the district and our 8th grade ELA scores were second in the district. Overall our CAASPP scores were the highest in school history along with the most growth. Additionally our language arts department received an award from the

core collaborative on overall LA growth in between cut scores which shows overall growth at the student level.

Lastly we showed the highest reclassification rate out of all district middles schools at 17.2%.

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

One of the challenges that occurred had to do with the lack of subs. This made it difficult to pull teachers during the school day to collaborate and therefore caused some difficulties with PLC implementation. To work around this we did free up our Tuesdays for collaboration time and paid teachers hourly. We tried to utilize the Tuesdays when possible for collaboration to limit our fiscal impact that hourly pay causes. However we do have mandatory trainings to do and that leads us to have to use the hourly pay on certain occasions. A solution to this was a variance in which teachers brought forth the idea for an early release. By having the early release we would have the built in collaboration time along with a Tuesday meeting to allow for mandatory trainings and a reduction in fiscal impact due to a decrease in hourly pay. This variance never went to vote because a preliminary survey showed a lack of teacher buy in to the early release at this time.

Another challenge was building capacity of the entire staff in regards to PLC's when we are utilizing the Tuesday meetings for collaboration. The way we worked around this was to build capacity with our leadership team first with the idea that the message would be delivered from department head to the rest of the department. One thing that did effect this was that we had no 6th grade ELA representative in leadership. This meant 6th grade language arts took a little longer to build capacity then some other departments.

Lastly the budget cuts did cause some challenges in the implementation of the plan. Elimination of an AP caused more responsibilities to be distributed to the principal which in turn led to a greater challenge to provide instructional leadership due to more tasks being handled that were historically handled by AP's and TOSA's in years previous.

COVID 19 did have impact on our implementation of our goals. COVID 19 put a halt to our reflective learning walks and temporarily caused a distraction to our PLC model and our cycles of inquiry.

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

We have completed phase 2 of PLC implementation. Phase two includes PLC teams undergoing multiple cycles of inquiry. In order to accomplish multiple cycles of inquiry you must have time allotted for collaboration. Most of our Tuesdays will be free for collaboration. We were able to accomplish this by taking care of our mandated trainings on our SIP days. Additionally the district is allowing a number of those trainings to be online. This still does not allow us to have the Tuesday to build capacity and an early release for PLC's which still is a challenge. To try to remedy this we will continue to push capacity through our leadership team. We had minimal turnover in leadership so capacity building will continue for most directly at the phase two level immediately. Additionally we have included a 6th grade language arts department chair to ensure that 6th grade language arts receives capacity building regarding PLC's.



This year we will be entering phase 3 of PLC implementation. Our current agreed upon remote learning schedule during COVID 19 allows for built in PLC time aside from our staff meetings. This will allow us time to learn pedagogy strategies related to distance learning while still creating our cycles of inquiry in a remote environment.

Budget cuts continued to cause impact eliminating an AP and clerical positions. We have redesigned roles and responsibilities to ensure that the managerial tasks are getting done to ensure that the instructional leadership responsibilities can be handled. You will see a reduction in clerical OT allowed due to the re designation of roles and responsibilities from clerical to AP's , counselors and the principal. Additionally we lost three teaching positions in core areas in 2018-2019 and two teaching positions in 2019-2020 due to reduction in force which undoubtedly will have an effect with the enrollment remaining the same.

The district office did utilize funds to approve two additional PE teachers and a robotics teachers to that we could manage our cohort model during remote learning and still maintain a manageable class size by contract.

We will continue where we left off with reflective learning walks when we return to the site utilizing the most current health provisions per the Ventura County Public Health recommendations. Before COVID 19 we were planning one per month which means we have three subs so that three teachers can participate in the walks. We will explore the options of conducting virtual reflective learning walks while we are remote. As a staff we have made several collective commitments through the PLC process. One of those commitments it that teachers agreed to collaborate in order to grow. The collaboration not only includes PLC meetings but is surrounded by discussions directly related to student learning. It is our philosophy that in order to have the most productive discussions about student learning it would make logical sense to have teachers visiting various classrooms to see student learning first hand. This change can be found in the amount of funds allocated for sub coverage.

Our leadership team has also worked hard to establish our instructional focus areas. Towards the end 2018-2019 we decided on three areas of focus. These include claim,evidence, reasoning along with group discussions to build collective understanding and collaborative conversations using academic dialogue. Throughout the year we will provide PD opportunities from within as well as focus our reflective learning walks, learning walks, admin visitations and AVID walkthroughs on these areas. It is important to note that these areas are also directly related to our AVID site plan.

We are an AVID showcase candidate and will have additional visitations of best practice schools along with us having more visitations from other schools. This additional focus on our growth areas will contribute to us refining our pedagogy practices.

Our goals pertaining to goal one are to grow in our CAASPP scores in 6/6 areas. In ELA our goal for growth in 6th grade is by 15%, in 7th grade by 7% and in 8th grade by 14%. In math our goal for growth in met or exceeded in 6th grade is by 17%, in 7th grade is by 10% and in 8th grade by 7%.

For our EL learners our goals are to reclassify 80% of our level 4 EI learners.

Lastly, we want to achieve high levels of success for all students regardless of SES, race socioeconomic status, gender or ability levels.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social Emotional Support and School Climate

## LEA/LCAP Goal

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

## Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	The Suspension rate for 2019-2020 was 3.1%	The Suspension rate will be lowered by 1% to equal a total suspension rate of 2.1%
Discipline Referral Totals	The overall number of discipline incidents was 2,441. The number includes classroom referrals and tardies combined.	The overall number of discipline incidents will drop by 500 to equal a total 1941 incidents. This number includes classroom referrals and tardies combined.
Truancy Rate	The Truancy rate for 2019-2020 was 1.9%	The truancy rate will decrease by .04 % to equal a total truancy rate % of 1.5%.

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 student groups will benefit from the implementation of CHAMPS/PBIS protocols.

Strategy/Activity

Utilization of CHAMPS/PBIS will be campus wide. Common behavioral expectations will be developed and utilized campus wide. Professional development will be conducted district wide, through staff meetings, during SIP days, during leadership meetings and finally through PLC department meetings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 2**

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

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

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

All student groups will benefit from counselor and admin monitoring.

Strategy/Activity

School Counselors and admin will monitor at risk students. Counselors will meet with students who are at risk and develop goals in order to increase success. Counselors will also be proactive in their approach utilizing CHAMPS and PBIS.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Centralized Services  
5000-5999: Services And Other Operating Expenditures  
ORC salary

2000

Title I  
5000-5999: Services And Other Operating Expenditures  
Conference PD

5000

LCFF - Targeted  
5000-5999: Services And Other Operating Expenditures  
Conference PD/PBIS

0

Title III

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 student groups benefit from the equitable monitoring of discipline data.

#### Strategy/Activity

Administration monitors discipline data on a regular basis and develops action plans when necessary in response to equity traps and over use of exclusionary discipline measures.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 4

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

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

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

All students benefit from the safety procedures that are followed.

#### Strategy/Activity

Fire and lock down drills are conducted periodically in order to promote efficient safety practices.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 5

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

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

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

All students benefit from the following of the safety plan that is monitored and review by the safety committee.

#### Strategy/Activity

Safety Committee meets periodically to monitor the safety plan and make adjustments as needed.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

#### Strategy/Activity 6

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

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

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

All students will have access to the reward system

#### Strategy/Activity

Attendance Incentives are provided for students who have perfect attendance or show improvement in attendance.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

LCFF - Targeted  
4000-4999: Books And Supplies  
Perfect Attendance Incentives

#### 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 of our students reap the benefits of a well trained staff

#### Strategy/Activity

Campus supervisors are trained in de-escalation techniques.

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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  
Classified 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 student groups benefit from the COST/SST process

Strategy/Activity

COST/SST process is utilized in order to support at-risk 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)

2560

LCFF - Targeted  
2000-2999: Classified Personnel Salaries  
ORC Extra Help

**Strategy/Activity 9**

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

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

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

All students will have access to the Science curriculum

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

## Strategy/Activity 10

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

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

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

All of our students will benefit from access to project ALERT.

### Strategy/Activity

Continued use of Project ALERT as part of the science curriculum.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

TUPE

Project ALERT curriculum

## 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 groups will be supported with this monitoring process.

### Strategy/Activity

Teachers identify students with a below 2.0 GPA or 5 or more referrals and or more than 10 absences to the office to monitor their progress.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

## Strategy/Activity 12

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

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

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

All student group populations are affected by the utilization of WEB

Strategy/Activity

Utilization of WEB (Where Everyone Belongs)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

2400

LCFF - Targeted  
1000-1999: Certificated Personnel Salaries  
Teacher extra help

**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 are able to benefit from the bullying prevention education provided.

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No cost

**Strategy/Activity 14**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 15**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 16****Students to be Served by this Strategy/Activity**

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

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

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**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.

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 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.

Amount(s)

Source(s)

**Strategy/Activity 24**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**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.

We are continuing to decrease our suspension rate. Our suspension rate dropped 2.62% from last year to 3.1%. We were also able to lower our truancy rate ranking it as one of the lowest truancy rates for middle schools in the county. We lowered our truancy rate by 1.54% to 1.9%.

The continued implementation of school wide PBIS protocols and the focusing on CHAMPS foundations have helped to create an environment that students feel supported by staff. The PBIS committee will continue the training provide by VCOE. With that training our team created our guidelines for success, behaviors in common areas and our tiered interventions. Our PBIS committee also refined our extrinsic reward system called leader of the pack tickets to incentivize students for exhibiting behaviors that are aligned with our guidelines for success. It is worth noting that many of the educational pieces concerning PBIS and CHAMPS were pushed through our student news program called LOBO news which is run by our Language Arts teacher and our Journalism elective. This work had led us to being a PBIS CA coalition silver medal winner.

Many of our staff have also undergone Restorative Justice training. This has led to numerous teachers conducting Restorative Justice Circles in order to get to the root cause of misbehavior.

The work that done in regards to attendance is multifaceted. When looking at our Healthy Kids survey it shows that kids generally feel safe at RJ Frank. Additionally we have a large WEB program that involves 8th grade students mentoring 6th grade students. We also have some mentoring programs that are run by teachers such as the Lost Boyz, which allows students to connect to a mentoring adult.

Our clubs and athletics programs are also well attended as is our after school program. Our teachers are very committed to forming positive relationships with students. The focus on PBIS/CHAMPS foundations has helped staff to understand the positive impact of relationship building with students as it pertains to attendance and academics as well as the overall improvement in school climate. Another way this has been illustrated is that our teachers stated that positive relationships with students was the most important component in regards to high leverage teaching techniques. Good initial first instruction is also a component that leads to our low truancy rate. Our counseling staff has also worked extremely hard to address students needs in a proactive way. Individual counseling over the phone is offered as well as contact through email or text. Counselors reach out to students on a daily basis. This has allowed our students another avenue to express themselves and to feel comfortable at school. Small group counseling lessons are being created to meet need of social emotional counseling. How students are chosen for small groups is: parent, teacher request, COST review, or self referral.

Our ORC also worked diligently when conducting SART meetings with parents and also moving items to the SARB process when necessary. Our attendance clerk has also worked hand in hand with our ORC to address truancy concerns. Lastly our ORC, counselors and administration conducting home visits when necessary with habitual truant students. The culture and climate at

Frank have led to students wanting to come to school. This is undoubtedly apparent when looking at our wait list which is the longest in schools history.

Lastly we revamped our opportunity program to better address our tier 3 students needs. This included some improvements in teacher collaboration, scheduling, SST follow through and the utilization of RJ circles.

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

Budget concerns created some challenges in regards to handling discipline. Budget reductions caused a drop in 0.5 of an AP position. This created some challenges on how we divided supervision and discipline workload amongst administration. Additionally we were not able to fill a para professional position in opportunity. This was a reduction in support from previous years with our most at risk students.

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.

Budget concerns continue to be a challenge with the reduction of a full 1.0 AP, 2 clerical positions and 3 campus supervisor positions. The strategy to deal with this include a redistribution in responsibilities amongst administration, clerical and counselors.

For suspension rate our goal is to drop another 1.0% which will place our suspension rate at 2.1% which would be at or near the state average for middle schools. Additionally we will be working to address equity issues as it relates to suspensions of various races, EL learners, low SES students, foster students and special education students.

For truancy rate our goal is to drop another 0.4% which would place us at 1.5% which is lower than state, county and district averages for middle schools.

One of our methods to improve in the area of PBIS which would undoubtedly lead us to improve our suspension and truancy rates is to align our practices with the PBIS CA coalition. This group works to create a system that looks at evidence based approaches to student behavior with the goal of maintaining fidelity within PBIS. Our goal is to be a PBIS Gold winner. One step in this process is to look at procedures and tier one interventions that are done in the classroom. Part of this focus will include some PD for teachers in regards to what that protocol looks like.

Lastly we have secured a grant with city impact that is a partnership that allows us to have two student mentors on campus five days a week for 4 years. These mentors will be working with our seventh grade students with next year being both 7th and 8th grades.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent and Family Engagement

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent participation rates at meetings/activities: Back to school night, ELAC, SSC, PTO	The 2017-2018 school year will be the baseline.	During distance learning, parents will participate through technology.

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.

### Strategy/Activity

Title I parent information presented at Back to School Night.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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No additional cost

## Strategy/Activity 2

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

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

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

### Strategy/Activity

Parent compact distributed to all parents.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

## Strategy/Activity 3

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

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

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

### Strategy/Activity

Outreach counselor teaches parent empowerment classes in the evening throughout the school 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)

1000

Discretionary  
4000-4999: Books And Supplies  
Parent Project Materials

## 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.

### Strategy/Activity

Parent conferences are held throughout the year in order to communicate student progress.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	No additional cost

**Strategy/Activity 5**

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

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

Strategy/Activity

Staff works in collaboration with parents during IEP, 504 and SST meetings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	No additional cost

**Strategy/Activity 6**

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

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

Strategy/Activity

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

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)

No additional cost

## Strategy/Activity 7

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

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

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

### Strategy/Activity

ORC provides outreach to communities and families on a regular basis. Food care packages are distributed to families in need.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ORC salary (see goal 1, activity 2)

## 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.

### Strategy/Activity

Counselors routinely meet with parents to review students academic progress as well as their social emotional 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)

Counselors' salaries (see goal 1 above)

## 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.

### Strategy/Activity

PTO meets on a regular basis. Parents are encouraged to attend in order to provide input.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	No additional cost

**Strategy/Activity 10**

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

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

Strategy/Activity

Parent workshops: Project 2 Inspire (CABE), The New Dawn, VCBH Mental Health, OPD gang-related/drug related presentations, Daughter-Mother

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	No additional cost

**Strategy/Activity 11**

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

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

Strategy/Activity

Parent workshops: Parent project, PIQUE

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)

## Strategy/Activity 12

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

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

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

### Strategy/Activity

Counselors collaborate with the OUHSD to provide families workshops on how to transition to high school. Topics include A-G requirements, scholarships, and high school resources and programs.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 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.

### Strategy/Activity

Parent meeting nights for Q and A with administration and counselors

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

## Strategy/Activity 14

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

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

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

All students parents who need translation. Title 3 will be for our EL student population.

### Strategy/Activity

Extra Clerical Support for translation at parent conferences and to process 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)
4009	Title III 2000-2999: Classified Personnel Salaries Extra time for processing of students grades, attendance
2600	LCFF - Targeted 2000-2999: Classified Personnel Salaries Extra time for translations

## Strategy/Activity 15

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

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

## Strategy/Activity 16

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

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

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

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 17

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

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

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

Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

## **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.

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 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.

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.

Amount(s)

Source(s)

## **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.

We did a number of things at Frank to provide parents with a welcoming environment for them to be engaged in a productive way for the academic and socio emotional health of their child. Our ELAC and SSC committees involve parents with the decision making at our school. During first ELAC meeting, the ELAC members created a parents needs assessment that was sent to all parents. 14% of our parents provided feedback and we used their responses to plan workshops around their needs. Our PTO works with our community for fundraising opportunities. Parents also participate in IEP, SST and 504 meetings where they are direct partners in the decision making concerning their child. Additionally our counselors work with our criteria 2 students to discuss strategies to increase success and social-emotional well being. We also have a number of different events that welcome parents onto our virtual campus. We have our back to school every year where parents are welcomed onto campus in order to meet teachers and ask questions. During distance learning, our counselors and ORC invited parents to a virtual academic, social-emotional, and parent resources forum. 17% of parents participated via zoom. Also during back to school night, our newcomer academy team met the language needs of families who speak a language other than Spanish and English thirty minutes before the night began. When our newcomer academy students start the year, we are making sure their needs are met prior to their start date; this includes a needs assessment meeting with the parent and student, providing distance learning technical support for canvas and google classroom. Every year we also have our RJ Frank showcase night where we highlight all of our electives and special programs for the community. This year, we will continue with the program. At Frank we held an internet safety discussion for parents so they can be more educated on how to support their child's safe use of the internet. We also participated in project 2 inspire which gives our parents some practical tools on how to help their child be successful. During distance learning, we will provide parent workshops that support with parenting skills; such as he New Dawn, VCBH Mental Health, OPD gang-related/drug related presentations, Daughter-Mother, Parent project, and PIQUE, based on results from our parent needs assessment.

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

Budget reductions did have some impact on our delivery of programs to parents. Reduction in our AP position created a redistribution of roles and responsibilities to counselors and Outreach

Counselor. These has impacted the time spent on the preparation of these programs. Furthermore clerical was reduced which caused less time to do the work load. Lastly we could not provide food at our parent meetings due to budget constraints which directly impacts our goal at attending to our parents through Maslow's hierarchy of needs. COVID 19 and distance learning has impacted the time spent in developing these activities due to having to learn different online platforms and reach out to families in multiple ways. Our families have also had to learn to use and access technology.

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.

Additionally this next year during distance learning, we plan to add a few items to ensure that our parents feel connected to our school. Some of those programs are our Parent Project to Inspire, The New Dawn, VCBH Mental Health, Parent project, PIQUE, groups which meet periodically. We are also planning on adding parent meeting nights for Q and A with administration and counselors, so that parents can have access to the leadership team. As a metric to determine effectiveness of parent engagement we will utilize the healthy kids survey that is sent to parents every year. We also gave parents a beginning of the year parent needs assessment through ELAC and will do an end of the year post assessment. We also implemented Panorama this year in all grades to identify our students' social-emotional needs.

# 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	\$154,141.00
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	\$346,099.00

## Other Federal, State, and Local Funds

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

Federal Programs	Amount (\$)
Title I	\$95,214.00
Title III	\$21,700.00

Subtotal of additional federal funds included for this school: \$116,914.00

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	\$70,985.00
LCFF - Intervention	\$30,000.00
LCFF - Targeted	\$128,200.00

Subtotal of state or local funds included for this school: \$229,185.00

Total of federal, state, and/or local funds for this school: \$346,099.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	95,214	0.00
Title III	21,700	0.00
LCFF - Targeted	128,200	0.00
LCFF - Intervention	30,000	0.00
Discretionary	70,985	0.00

## Expenditures by Funding Source

Funding Source	Amount
Discretionary	70,985.00
LCFF - Intervention	30,000.00
LCFF - Targeted	128,200.00
Title I	95,214.00
Title III	21,700.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Discretionary	42,669.00
4000-4999: Books And Supplies	Discretionary	28,316.00
	LCFF - Intervention	26,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	4,000.00
	LCFF - Targeted	35,600.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	13,681.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	58,913.00
4000-4999: Books And Supplies	LCFF - Targeted	9,006.00

5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	5,000.00
None Specified	LCFF - Targeted	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	15,600.00
2000-2999: Classified Personnel Salaries	Title I	42,344.00
4000-4999: Books And Supplies	Title I	27,270.00
5000-5999: Services And Other Operating Expenditures	Title I	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	8,000.00
	Title III	3,300.00
2000-2999: Classified Personnel Salaries	Title III	13,560.00
4000-4999: Books And Supplies	Title III	2,740.00
None Specified	Title III	2,100.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	324,530.00
Goal 2	13,960.00
Goal 3	7,609.00



# School Site Council Membership

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

- 1 School Principal
- 4 Classroom Teachers
- 1 Other School Staff
- 3 Parent or Community Members
- 3 Secondary Students

Name of Members	Role
Dr. Richard Caldwell	Principal
Tess Potchen	Classroom Teacher
Kristin Dodge	Classroom Teacher
Crystal Reagan	Classroom Teacher
Mark Urwick	Classroom Teacher
Amber Pergeson	Other School Staff
Alma Romero	Parent or Community Member
Lupita Avila	Parent or Community Member
Yanira Ortega	Parent or Community Member
Nadia Herrera	Secondary Student
Kayla De Los Santos	Secondary Student
Briana Garcia	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

	School Site Council
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 6, 2020.

Attested:



Principal, Dr. Richard Caldwell on 10/6/2020
SSC Chairperson, Ms. Kristen Dodge on 10/6/2020

# 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:

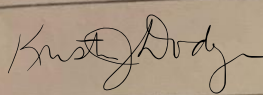
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The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

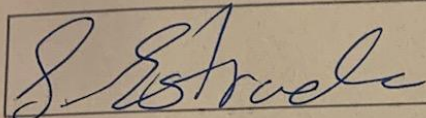
The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name

  
Clear

School Site Council

  
Clear

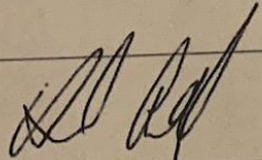
English Learner Advisory Committee  
*Susana Estrada*  
*10/16/2020*

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

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

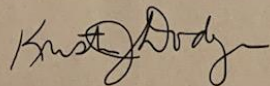
This SPSA was adopted by the SSC at a public meeting on October 6, 2020

Attested:

  
Clear

Principal, Dr. Richard Caldwell  
10/6/2020

on

  
Clear

SSC Chairperson,  
Ms. Kristen Dodge  
10/6/2020

on

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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



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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

### **Stakeholder Involvement**

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

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

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

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

### **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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



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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

**Title I School-Level Parent and Family Engagement Policy**  
**Frank Academy**  
**2020-2021**

2.0 With approval from the local governing board, R.J. Frank Middle School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. We do a number of things at Frank to provide parents with a welcoming environment for them to be engaged in a productive way for the academic and social emotional health of their child. Our ELAC and SSC committees involve parents with the decision making at our school. During the first ELAC meeting each year, the ELAC members create a parent needs assessment and it is sent to all parents. We use responses to plan workshops around their needs. Our PTO works with our community for fundraising opportunities. The school has distributed the policy to parents and family members of children served under Title I, Part A. We distribute the engagement policy on our school website, Blackboard Connect emails and phone messages directing parents to the school website. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

**2.1 Involvement of Parents in the Title I Program**

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at R.J. Frank Middle School, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])  
We provide Title I program information during back to school night. We also send blackboard connect messages to distribute ELAC, SSC, and PTO information.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])  
We have open parent question and answer forum meetings where parents may ask questions. Meetings are scheduled based on parents request and needs as indicated in the Parents Needs Assessment.
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. §



6318[c][3])

SSC and ELAC review the policy and provide feedback, annually.

- d) The school provides parents of participating children with the following:
1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])  
Information is distributed during our back to school night.
  2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards. (20 U.S.C. § 6318[c][4][B])  
Teachers provide this information during back to school night. Student progress reports are sent three times a year and trimester grades are also sent three times a year. State test results are mailed home and also placed in students' cum folders.
  3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])  
Parents participate in IEP, SST and 504 meetings where they are direct partners in the decision making concerning their child. Additionally, our counselors work with our criteria 2 students to discuss strategies to increase success and social-emotional well-being.
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])  
Parents may provide input to SSC through ELAC. SSC will respond to questions or concerns.

## **2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)**

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])  
Teachers conference with parents after the first trimester and discuss these components. During IEPs, SSTs, and 504s, these assessments may be discussed. English learners continue to be monitored for 4 years after reclassification. The Elevations program is used to keep track of the 4-year period.

- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])  
At Frank we held an internet safety discussion for parents so they can be more educated on how to support their child's safe use of the internet. We also participated in Project 2 Inspire which gives our parents some practical tools on how to help their child be successful. During distance learning, we will provide parent workshops that support with parenting skills; such as The New Dawn, VCBH Mental Health, OPD gang-related/drug related presentations, Daughter-Mother, Parent project, and PIQUE, based on results from our parent needs assessment
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Professional development is provided through curriculum trainings and SIP days throughout the year.

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])  
To ensure that our parents feel connected to our school, we offer programs for parents. Some of those programs are Project 2 Inspire, The New Dawn, VCBH Mental Health, Parent Project and PIQUE. These groups meet periodically. We are also planning on adding parent meeting nights for Q and A with administration and counselors, so that parents can have access to the leadership team. As a metric to determine effectiveness of parent engagement we will utilize the healthy kids survey that is sent to parents every year. We also gave parents a beginning of the year parent needs assessment through ELAC and will do an end of the year post assessment.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])  
We send Parent Connect phone messages, emails, texts, flyers and post information on our school website in multiple languages.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])  
Every year we also have our RJ Frank showcase night where we highlight all of our electives and special programs for the community. This year, we will continue with the program.

## 2.3 Accessibility

R.J. Frank Middle School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Flyers and all parent communication are distributed in English and Spanish through multiple modes, such as, distribution on school website, parent phone calls, emails and text messages.

## 2.4 School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part shall jointly develop with parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent will be responsible for supporting their children's learning; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time. (20 U.S.C. § 6318[d][1])

Frank Academy meets all the Williams Act requirements to ensure all students have district adopted curriculum and a one-to-one iPad to ensure access to core curriculum with rigor. Teachers receive training in newly adopted curriculum and professional development in best practices. Parents are provided with a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. This information will include, School Parent Involvement Policy, Parent/Student Handbook, Volunteer Applications/Information, Assessment Information, and Curriculum Descriptions for English Language Arts and Math and other content areas. The school's web site provides information about the staff, classroom activities and parent resources, including the school calendar. In addition, a brochure is distributed for each grade level describing which standards will be taught for the year.

If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible will be discussed. Parents/community members will be given timely responses to any concerns and suggestions.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])
1. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement. (20 U.S.C. § 6318[d][2][A])  
At Frank Academy we have two parent conferences; one in the fall and another in the Spring.
  2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])  
Student progress reports are sent three times a year and trimester grades are also sent three times a year. State test results are mailed home and also placed in students' cum folders.
  3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])  
Parents may participate in their child's class after they are fingerprinted and cleared through the district office.
  4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])  
Our bilingual staff calls and holds meetings with parents in their primary language when applicable. Monolingual teachers are provided with the support of a bilingual staff member to translate, when applicable.

*\*It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

*\*\*The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*

**Política de Participación de los Padres y las Familias en las escuelas que  
reciben fondos de Título I  
Frank Academy  
2020-2021**

2.0 Con la aprobación de la Junta Directiva de Educación local, R.J. Frank Middle School ha desarrollado una política de participación de los padres y las familias, con el aporte de los padres y miembros de las familias de los estudiantes participantes. Hacemos una serie de cosas en Frank para brindarles a los padres una bienvenida donde puedan participar de manera productiva en la salud académica y socioemocional de sus hijos. Nuestros comités ELAC y SSC involucran a los padres en tomar decisiones en nuestra escuela. Durante la primera reunión de ELAC cada año, los miembros de ELAC crean una evaluación de las necesidades de los padres y se envía a todos los padres. Usamos respuestas para planificar talleres basados a sus necesidades. Nuestro PTO trabaja con nuestra comunidad para oportunidades de recaudación de fondos. La escuela ha distribuido la política a los padres y los miembros de las familias de los estudiantes a los que se les prestan servicios de acuerdo con la Parte A del Título I (Sección 11503 del Código de Educación (EC, por sus siglas en inglés); (Sección [§] 6318[b][1-4] del Título 20 del Código de los Estados Unidos (USC, por sus siglas en inglés). Distribuimos la Política de Participación de los Padres y las Familias en las escuelas que reciben fondos de Título I en el sitio web de nuestra escuela y, a través de los correos electrónicos y mensajes telefónicos de Blackboard Connect que dirigen a los padres al sitio web de la escuela.

## **2.1 Participación de los padres en el programa Título I**

La política describe los medios utilizados para cumplir con los requerimientos de participación de los padres y las familias de acuerdo con el Título I (Sección [§] 6318[b][1] del Título 20 del Código de los Estados Unidos (USC)).

Con el fin de promover la participación de los padres y miembros de las familias dentro del programa Título I, en R.J. Frank Middle School se han establecido las siguientes prácticas:

- a) La escuela convocará a una reunión anual, en un horario conveniente, al que se deben invitar y alentar a asistir a todos los padres de los estudiantes participantes, con el fin de informar a los padres y miembros de las familias sobre la participación de la escuela en el programa Título I y donde se explicarán los requerimientos y el derecho a participar de los padres (Sección [§] 6318[c][1] del Título 20 del Código de los Estados Unidos (USC)).  
Proporcionamos información sobre el programa Título I durante la noche de regreso a clases. También enviamos mensajes de Blackboard Connect para distribuir información de ELAC, SSC y PTO.
- b) La escuela ofrecerá un número de reuniones en horarios flexibles, en la mañana o en la tarde, y podrá, con fondos del Título I, proporcionar transporte, cuidado de niños o visitas a los hogares, cuando estos servicios estén relacionados con la participación de los padres (Sección [§] 6318[c][2] del Título 20 del Código de los Estados Unidos (USC)). Tenemos foros abiertos de preguntas y respuestas para padres donde los

padres pueden hacer preguntas. Las reuniones se programan según la solicitud y las necesidades de los padres, según se indica en la Evaluación de necesidades de los padres.

- c) La escuela incluirá la participación de los padres de una manera organizada, continua y oportuna en el planeamiento, revisión y mejora del programa Título I de la escuela; incluida la planificación revisión y mejora de la política de participación de los padres y las familias; y el desarrollo en conjunto del plan del programa en toda la escuela (Sección [§] 6318[c][3] del Título 20 del Código de los Estados Unidos (USC)).  
SSC y ELAC revisan la política y brindan comentarios cada año.
- d) La escuela proveerá a los padres de los estudiantes participantes lo siguiente:
1. Información oportuna acerca del programa Título I (Sección [§] 6318[c][4][A] del Título 20 del Código de los Estados Unidos (USC)).  
La información se distribuye durante nuestra noche de regreso a clases.
  2. Una descripción y una explicación sobre el currículo en uso en la escuela, las formas de evaluación académica que utiliza la escuela para medir el progreso de los estudiantes, y los niveles de rendimiento alcanzados en los rigurosos estándares académicos estatales (Sección [§] 6318[c] [4][B] del Título 20 del Código de los Estados Unidos (USC)). Los maestros brindan esta información durante la noche de regreso a clases. Los informes de progreso de los estudiantes se envían tres veces al año y las calificaciones del trimestre también se envían tres veces al año. Los resultados de las pruebas estatales se envían por correo a casa y también se colocan en la carpeta de los estudiantes.
  3. Si los padres las solicitan, oportunidades para sostener reuniones regulares, con el fin de formular sugerencias y para participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos; y para responder a cualquiera de las sugerencias de los padres, tan pronto como sea posible (Sección [§] 6318[c][4][C] del Título 20 del Código de los Estados Unidos (USC)).  
Los padres participan en reuniones de IEP, SST y 504 donde son socios directos en la toma de decisiones sobre su hijo. Además, nuestros consejeros trabajan con nuestros estudiantes de criterio 2 para discutir estrategias para aumentar el éxito y el bienestar socioemocional.
- e) Si los padres de los estudiantes participantes no están satisfechos con el plan del programa, la escuela presentará todos los comentarios de los padres sobre el plan cuando lo ponga a disposición de la agencia educativa local (Sección [§] 6318[c][5] del Título 20 del Código de los Estados Unidos (USC)).  
Los padres pueden proporcionar información al SSC a través de ELAC. SSC responderá a preguntas o inquietudes.

## **2.2 Desarrollar la capacidad de participación (Política de participación de los padres y las familias - Continuación)**

Para asegurar una participación efectiva de los padres y apoyar la colaboración entre la escuela, los padres y la comunidad en la mejora del rendimiento académico de los estudiantes, cada escuela y agencia de educación local, con la asistencia de los fondos

del Título I, Parte A, establecerán las prácticas que se detallan abajo (Sección [§] 6318[e] del Título 20 del Código de los Estados Unidos (USC)).

- a) La escuela proveerá a los padres asistencia en la comprensión de tópicos, tales como, los rigurosos estándares académicos, las evaluaciones locales y estatales, los requisitos del Título I, Parte A, y cómo supervisar el progreso de los estudiantes y trabajar con los educadores en la mejora del rendimiento de sus hijos (Sección [§] 6318[e][1] del Título 20 del Código de los Estados Unidos (USC)). Los maestros se reúnen con los padres después del primer trimestre y discuten estos componentes. Durante los IEP, SST y 504, estas evaluaciones pueden discutirse. Los estudiantes de inglés continúan siendo monitoreados durante 4 años después de la reclasificación. El programa Ellevations se utiliza para realizar un seguimiento del período de 4 años.
- b) La escuela proporcionará a los padres materiales y capacitación para ayudarlos a trabajar en la mejora del rendimiento de sus hijos (Sección [§] 6318[e][2] del Título 20 del Código de los Estados Unidos (USC)). En Frank, presentamos sobre el tema de la seguridad en Internet para que los padres puedan estar más informados sobre cómo apoyar el uso seguro de Internet de sus hijos. También participamos en el Project 2 Inspire, que brinda a nuestros padres algunas herramientas prácticas sobre cómo ayudar a sus hijos a tener éxito. Durante el aprendizaje a distancia, brindaremos talleres para padres que apoyan las habilidades de crianza; como las presentaciones de New Dawn, VCBH Mental Health, OPD relacionadas con pandillas / drogas, Daughter-Mother, Proyecto de padres y PIQUE, según los resultados de nuestra evaluación de necesidades de los padres.
- c) La escuela, con la ayuda de los padres, instruirá a los maestros, el personal especializado de apoyo a la instrucción, los directores y otros líderes escolares, y demás personal, sobre el valor y la utilidad de las contribuciones de los padres y sobre cómo contactarlos, comunicarse y trabajar con los padres como socios igualitarios, implementar y coordinar los programas de padres y establecer lazos entre la escuela y los padres (Sección [§] 6318[e][3] del Título 20 del Código de los Estados Unidos (USC)). El desarrollo profesional se proporciona a través de entrenamientos de currículo y días de SIP durante todo el año.
- d) La escuela, dentro de lo posible y apropiado, coordinará e integrará programas y actividades de participación de padres a los programas federales, estatales y locales, incluidos los programas del preescolar estatal; y conducirá otras actividades, tales como centros de recursos para padres, para alentar y apoyar a los padres a tener una mayor participación en la educación de sus hijos (Sección [§] 6318[e][4] del Título 20 del Código de los Estados Unidos (USC)). Para asegurarnos de que nuestros padres se sientan conectados con nuestra escuela, ofrecemos programas a nuestros padres. Algunos de esos programas son nuestro Project 2 Inspire, El Nuevo Amanecer, Salud mental de VCBH, Proyecto de padres, y PIQUE. Estos grupos que se reúnen periódicamente. También estamos planeando agregar noches de reuniones de padres para preguntas y respuestas con la administración y los consejeros, para que los padres puedan tener acceso al equipo de liderazgo. Como métrica para determinar



la efectividad de la participación de los padres, utilizaremos la encuesta de niños saludables que se envía a los padres cada año. También les dimos a los padres una evaluación de las necesidades de los padres al comienzo del año a través de ELAC y haremos una evaluación posterior al final del año.

- e) La escuela asegurará que la información relacionada con los programas de la escuela y los padres, las reuniones y otras actividades, es enviada a los padres en un formato, y dentro de lo posible, en un idioma que los padres puedan comprender (Sección [§] 6318[e][5] del Título 20 del Código de los Estados Unidos (USC)).

Enviamos mensajes telefónicos, correos electrónicos, mensajes de texto, folletos y publicamos información en el sitio web de nuestra escuela en varios idiomas.

- f) La escuela proporcionará todo apoyo adicional razonable a las actividades de participación de los padres de esta sección, según lo soliciten los padres (Sección [§] 6318[e][14] del Título 20 del Código de los Estados Unidos (USC)).

Cada año también tenemos nuestra noche de exhibición de RJ Frank donde destacamos todas nuestras electivas y programas especiales para la comunidad. Este año continuaremos con el programa.

## 2.3 Accesibilidad

La escuela R. J. Frank, dentro de lo posible, proveerá oportunidades de participación informada a los padres y miembros de las familias (incluidos los padres y miembros de las familias que tengan dominio limitado del inglés, padres y miembros de las familias con discapacidades, y padres y miembros de las familias de estudiantes migrantes), incluyendo la provisión de información y reportes escolares requeridos de acuerdo con la Sección 1111 de la Ley de Educación Primaria y Secundaria (ESEA, por sus siglas en inglés), (Sección [§] 6311 del Título 20 del Código de los Estados Unidos (USC)), según la modificación de la Ley para el Éxito de Todos los Estudiantes (ESSA, por sus siglas en inglés) en un formato, y dentro de lo posible, en un idioma que los padres puedan entender (Sección [§] 6318[f] del Título 20 del Código de los Estados Unidos (USC)). Los volantes y toda la comunicación con los padres se distribuyen en inglés y español a través de varios modos, como distribución en el sitio web de la escuela, llamadas telefónicas de los padres, correos electrónicos y mensajes de texto.

## 2.4 Convenio entre la escuela y los padres

Como parte de la política de participación de los padres y las familias al nivel de la escuela, cada escuela, que recibe servicios de acuerdo con la Parte A, deberá desarrollar, junto con los padres de todos los estudiantes que reciben servicios de dicha parte, un convenio entre los padres y la escuela, que detalle la forma cómo los padres, todo el personal de la escuela y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los estudiantes y las formas mediante las cuales la escuela y los padres desarrollarán y fortalecerán una sociedad de colaboración para ayudar a los estudiantes a alcanzar los más altos estándares estatales. El convenio entre la escuela y los padres cumplirá con los requerimientos detallados abajo. (Sección [§] 6318[d] del Título 20 del Código de los Estados Unidos (USC)).



- a) Describir la responsabilidad de la escuela en la provisión de un currículum e instrucción de alta calidad en un entorno de educación efectivo, que permita que los estudiantes que reciben servicios de acuerdo con esta parte alcancen los rigurosos estándares académicos estatales; y describir las formas en las que cada padre será responsable de apoyar el aprendizaje de su hijo, ofrecerse de voluntario en la clase de su hijo, y participar, según sea apropiado, en las decisiones relacionadas con la educación de sus hijos y el uso positivo del tiempo extracurricular (Sección [§] 6318[d][1] del Título 20 del Código de los Estados Unidos (USC)).

Frank Academy cumple con todos los requisitos de la Ley Williams para garantizar que todos los estudiantes tengan un plan de estudios adoptado por el distrito y un iPad personalizado para garantizar el acceso al plan de estudios básico con rigor. Los maestros reciben capacitación en el nuevo plan de estudios adoptado y desarrollo profesional en las mejores prácticas.] Los padres reciben una descripción y explicación del plan de estudios en uso en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se esperan de los estudiantes. para reunirse se proporcionará. Esta información incluirá la Política de Participación de los Padres en la Escuela, el Manual para Padres / Estudiantes, Solicitudes / Información para Voluntarios, Información de Evaluación y Descripciones del Currículo para Artes del Lenguaje Inglés y Matemáticas y otras áreas de contenido.

El sitio web de la escuela proporciona información sobre el personal, las actividades del aula y los recursos para los padres, incluido el calendario escolar. Además, se distribuye un folleto para cada nivel de grado que describe qué estándares se enseñarán durante el año.

Si los padres lo solicitan, se discutirán las oportunidades de reuniones regulares para formular sugerencias y participar, según corresponda, en las decisiones relacionadas con la educación de sus hijos, y responder a tales sugerencias tan pronto como sea posible. Los padres / miembros de la comunidad recibirán respuestas oportunas a cualquier inquietud y sugerencia.

- b) Abordar la importancia de la comunicación continua entre los maestros y los padres, a través de los requerimientos detallados debajo, como mínimo (Sección [§] 6318[d][2] del Título 20 del Código de los Estados Unidos (USC)).

1. Conferencias de padres y maestros en las escuelas primarias, por lo menos anualmente, durante las cuales se conversará sobre el convenio, ya que este se refiere al rendimiento individual de los estudiantes (Sección [§] 6318[d][2][A] del Título 20 del Código de los Estados Unidos (USC)).

En Frank Academy tenemos dos conferencias de padres; uno en otoño y otro en primavera.

2. Informes frecuentes a los padres sobre el progreso de sus hijos. (Sección [§] 6318[d][2][B]) del Título 20 del Código de los Estados Unidos (USC)).

Los informes de progreso de los estudiantes se envían tres veces al año y las calificaciones del trimestre también se envían tres veces al año. Los resultados de las pruebas estatales se envían por correo a casa y también se colocan en las carpetas de cum de los estudiantes.

3. Acceso razonable de los padres al personal, a oportunidades de voluntariado y participación en la clase de sus hijos y observación de las actividades de la clase (Sección [§] 6318[d][2][C]) del Título 20 del Código de los Estados Unidos

(USC)). Los padres pueden participar en la clase de su hijo después de que se les tomen las huellas digitales y se autoricen a través de la oficina del distrito.

4. Aseguramiento de una comunicación regular, de dos vías entre los miembros de la familia y el personal de la escuela, hasta donde sea posible, en un idioma que los miembros de la familia puedan comprender (Sección [§] 6318[d][2][D]) del Título 20 del Código de los Estados Unidos (USC)).

Nuestro personal bilingüe llama y lleva a cabo reuniones con los padres en su idioma principal cuando corresponde. Los maestros monolingües cuentan con el apoyo de un miembro del personal bilingüe para traducir, cuando corresponda.

- *Podría ser de ayuda incluir la revisión de la política de participación de los padres y la familia en el Plan Anual para el Rendimiento Estudiantil de la Escuela.*

*\*La política debe ser actualizada periódicamente para atender las necesidades cambiantes de los padres, los miembros de la familia y la escuela. Si la escuela tiene un proceso establecido para promover la participación de los padres y los miembros de la familia al planear y diseñar los programas de la escuela, la escuela podrá utilizar dichos procesos, si ellos incluyen una adecuada representación de los padres y miembros de la familia que reciben servicios del Título I, Parte A.*