

School Year: **2020-21**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Norma Harrington Elementary School	56725386055297	10/7/2020	11/4/2020

## 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.

Harrington operates with one goal in mind: high academic achievement for all students. As a result, teachers and staff work tirelessly in order to meet the needs of all students. We know that in order for all students to achieve academic excellence, we must create a partnership with parents and community stakeholders. Additionally, we understand the value of providing students with a voice and allow our students to be part of their academic journey. Our staff is dedicated to provide students a welcoming, safe, and nurturing environment conducive to learning as well as welcoming to parents and community members. We encourage students and staff to adhere to and live by our Guidelines for Success, GROWL (Great Attitude, Respectful, Ownership, Work Hard, and Leadership).

Harrington School has approved a contract variance which allows teachers a common planning time once a week. At this time we are doing Distance Learning, however once we go back to having students on campus, teachers would resume with the banking of minutes. For now we are following the district schedules which do include planning and collaboration time. This planning time is used to reflect on first instruction as well as review student data in order to meet the needs of all students, especially English Learners and Special Education students. Last year, Harrington staff began foundational work in common core standard alignment to instruction, biliteracy unit implementation, and SBAC skill development. As a result, our students demonstrated growth in all academic areas. However, we still have pockets of students that have not met adequate growth and will continue to adjust our practice. As a continuum for the work done last year, this year we intend to deepen our understanding of the NGSS and Social Studies and link them to our English Language Arts and Math standards. This process is utilized with the implementation of the biliteracy units. As our biliteracy program progresses through the grade levels, it is important that teachers in grades 2nd through 5th prepare for this unit design and format. As our staff continues work with the Common Core standards, it is our goal this year to improve and increase the overall rigor of our instructional program, while providing a common language with the common core writing standards.

In order to meet the needs of all students, Harrington School is committed to providing staff with support in the areas of PBIS and Common Core Standards. Therefore, this year we initiated a leadership group that is linked and based in the common core standards in order to facilitate the discussion and provide staff with guidance on adequate first instruction for all learners. As a continuation from last year, another leadership group provides guidance in the area of PBIS in order to maintain a culture rich with student and staff expectations and procedures. Both leadership teams understand the importance of collective efficacy and will work together on the following goals:

- Create and maintain a safe learning environment, conducive to learning for all students
- Address student needs through the MTSS system and provide necessary intervention and enrichment
- Weekly collaboration to monitor student foundational skills data (reading & math) and increase rigor via the content areas of Science and Social Sciences
- Include students in their own academic journey by reviewing data with them on a more consistent basis.

We are confident that with a laser-focus and increased accountability, students will have access to an above average instructional program. Our staff is committed to improving our craft in order to best meet the needs of our diverse population.

# Table of Contents

- SPSA Title Page ..... 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components ..... 5
  - Data Analysis ..... 5
  - Classroom Observations..... 5
  - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement ..... 8
- Resource Inequities ..... 9
- School and Student Performance Data ..... 10
  - Student Enrollment..... 10
  - CAASPP Results..... 12
  - ELPAC Results ..... 16
  - Student Population ..... 19
  - Overall Performance ..... 20
  - Academic Performance ..... 21
  - Academic Engagement..... 27
  - Conditions & Climate..... 30
- Goals, Strategies, & Proposed Expenditures..... 32
  - Goal 1..... 32
  - Goal 2..... 54
  - Goal 3..... 67
- Budget Summary ..... 81
  - Budget Summary ..... 81
  - Other Federal, State, and Local Funds ..... 81
- Budgeted Funds and Expenditures in this Plan ..... 82
  - Funds Budgeted to the School by Funding Source..... 82
  - Expenditures by Funding Source ..... 82
  - Expenditures by Budget Reference and Funding Source ..... 82
  - Expenditures by Goal..... 83
- School Site Council Membership ..... 84
- Recommendations and Assurances ..... 85
- Instructions..... 86
  - Instructions: Linked Table of Contents..... 86
  - Purpose and Description..... 87
  - Stakeholder Involvement..... 87

Resource Inequities .....87

Goals, Strategies, Expenditures, & Annual Review .....88

Annual Review .....89

Budget Summary .....90

Appendix A: Plan Requirements .....92

Appendix B:.....95

Appendix C: Select State and Federal Programs .....97

# 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.

Classroom observations were conducted on a weekly basis. Administration used the results of the observations to provide feedback and professional development to teachers. In reflection, it was determined that more professional development was needed in the area of common core standards and depth of knowledge. The site plans to continue the work with development and understanding of all academic standards, specifically a more focused and targeted approach to professional development of the writing standards across content will be established. Additionally, support will be provided to kindergarten and first grade as both grades are in the biliteracy program as it pertains to implementation of the biliteracy units and assessments.

## 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)

Teachers, Intervention Support Provider and the site instructional leader will use both standard based formative and summative assessments to modify and adapt instructions for all learners. Specifically, teachers and site instructional leadership will review common assessments in the biliteracy units, Interim Assessment Blocks, and other standards based assessments commonly selected by the grade level in order to modify instruction. Every month, diagnostic data is reviewed via the STAR 360 platform and teachers make informed instructional decisions.

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

Teachers, Intervention Support Provider, and site instructional leader will review monthly STAR reading and math data to improve 1st instruction in grades kinder through 5th grade. Additionally, STAR 360 reading and math results will be used to determine the need for intervention and enrichment. Teachers have collaboration time every week where they review assessment data to make any instructional modifications that are deemed necessary.

## 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. All staff development is provided based on the current needs of our students and the professional needs of our staff. Staff is a huge part of the collaboration in determining next steps.

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. A DLI (Dual Language Immersion) Director works directly with teachers to support biliteracy instruction.

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

Teachers collaborate every Wednesday as determined by the site contract variance. Additionally, teachers are subbed out as grade levels for additional collaboration when subs are available. At this time we are using the Distance Learning Schedule to allow teachers to plan and collaborate.

## Teaching and Learning

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

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

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

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

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

The district assessment calendar and adopted curricula provide guidance on lesson pacing. Student needs are determined by data analysis. Courses are scheduled based on these student needs. Teacher collaborate together as a grade level to maintain an appropriate pace in order to provide the necessary intervention.

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

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

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

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

## Opportunity and Equal Educational Access

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

Students are provided with various services to enable underperforming students to meet standards:

- Intervention Support Provider
- Differentiated Instruction across English Language Arts and Math
- Instructional Assistants in kinder for 1.5 hours
- Instructional aids such as CORE 5 and IXL to provide extra intervention and enrichment support so that teachers are able to provide differentiation

Evidence-based educational practices to raise student achievement

Teacher collective efficacy is a top priority at Harrington School. The single most important factor in determining high student achievement is first instruction. Therefore, this year, teachers and staff will be provided with both professional development on common core standards based instruction and planning. The planning will include collaborating with each grade level in math and language arts.

## Parental Engagement

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

Our outreach to parents varies in approach, program offerings, and time of day to accommodate both stay at home and working parents. All our meetings are offered in English and Spanish, and Mixteco translation is available when needed. Our focus has been to engage parents in the decision making at the school as well as offer them opportunities to build their own skill to help their children succeed in school. We support a college going culture and help our parents turn a dream of college for their children into a plan that will make that dream attainable. Our ORC and school counselor organize, facilitate, and sometimes present workshops in order to provide our parents with opportunities to further support their students. Our school counselor also offers classes on preparing for parent conferences and dealing with adolescents.

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)

Student Achievement data is reviewed multiple times a year with staff, parents and students (3rd-5th). Title I funding and expenditures are reviewed as well in order to determine the alignment with our SPSA goals. Additionally, site leadership, staff, and parents provide input in the creation of the goals.

### Funding

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

Parent engagement and involvement is top priority and we understand the importance of it as it pertains to the overall academic achievement of our students. Therefore, we provide food and prizes for parents who attend any of our meetings. Additionally, our Outreach Consultant and Counselor make themselves available to our families in the case in which families need any social-emotional support, assistance with basic needs for their students, and additionally we ensure to provide translation for any parent meeting when needed.

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**

Site instructional collaborated with district leadership during the summer and at the start of the year in order to develop site academic goals that would improve academic achievement. Additionally, the



instructional leader met with the site leadership team during the summer in order to review academic progress. The instructional leader and site teaching staff met to discuss and develop academic goals in the areas of foundation skills and common core standard alignment. The site instructional leader notified parents of school goals during back to school night as well as during School Site Council and the English Learner Advisory Committee meetings.

## **Resource Inequities**

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

In order to better meet the needs of our students, we need a more systematic approach to collaboration and data review. Therefore, this year we plan to become more knowledgeable and informed regarding effective common core standards based first instruction and use this information to guide the collaboration that occurs during grade level and site based collaboration. This applies to our various instructional programs such as, SEI, TBE, Biliteracy, and SDC.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	%	%	0%			0
African American	0.17%	%	0.35%	1		2
Asian	0.67%	%	0.35%	4		5
Filipino	0.84%	%	0.53%	5		5
Hispanic/Latino	95.63%	%	95.76%	569		562
Pacific Islander	%	%	0%			0
White	2.18%	%	2.65%	13		13
Multiple/No Response	%	%	0.35%			0
<b>Total Enrollment</b>				595		585

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	112		98
Grade 1	117		90
Grade 2	90		78
Grade3	87		96
Grade 4	95		94
Grade 5	94		84
<b>Total Enrollment</b>	595		584

### Conclusions based on this data:

Our student enrollment is decreasing due to reasons outside of our control. Our office staff talks to parents prior upon knowledge that a student(s) is leaving our school. The reasons usually have to do with the need to relocate for personal and financial reasons.

# 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			405			0.69%
Fluent English Proficient (FEP)			47			11.3%
Reclassified Fluent English Proficient (RFEP)			48			13.8%

### Conclusions based on this data:

Last year, we were able to reclassify 25 students. As our staff addresses the instructional needs of our students as it pertains to their development of English, we will see an increase of students with the necessary scores to reclassify. Teachers and staff were more intentional last year in providing students with the skills necessary to be more successful on the ELPAC and more intentional with reading first instruction for our English Learners. Students did not take the ELPAC in 2019-2020 due to COVID19. Therefore we will not have new data, but we will continue to work with the students to reclassify them.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	85	94	94	85	94	94	85	94	100	100	100
Grade 4	95	98	83	94	98	83	94	98	83	98.9	100	100
Grade 5	97	90	97	97	89	97	97	89	97	100	98.9	100
All Grades	286	273	274	285	272	274	285	272	274	99.7	99.6	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2364.	2351.	2387.	7.45	7.06	8.51	11.70	10.59	15.96	27.66	22.35	34.04	53.19	60.00	41.49
Grade 4	2395.	2418.	2429.	5.32	4.08	12.05	13.83	27.55	18.07	22.34	22.45	26.51	58.51	45.92	43.37
Grade 5	2424.	2440.	2465.	3.09	3.37	11.34	17.53	17.98	24.74	16.49	23.60	23.71	62.89	55.06	40.21
All Grades	N/A	N/A	N/A	5.26	4.78	10.58	14.39	19.12	19.71	22.11	22.79	28.10	58.25	53.31	41.61

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	9.57	4.71	13.83	36.17	35.29	50.00	54.26	60.00	36.17	
Grade 4	8.60	6.12	10.84	37.63	51.02	39.76	53.76	42.86	49.40	
Grade 5	6.19	11.24	17.53	41.24	32.58	43.30	52.58	56.18	39.18	
All Grades	8.10	7.35	14.23	38.38	40.07	44.53	53.52	52.57	41.24	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.57	3.53	8.51	34.04	34.12	50.00	56.38	62.35	41.49
Grade 4	6.45	9.18	7.32	38.71	43.88	58.54	54.84	46.94	34.15
Grade 5	5.15	7.87	18.56	37.11	39.33	51.55	57.73	52.81	29.90
All Grades	7.04	6.99	11.72	36.62	39.34	53.11	56.34	53.68	35.16

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	10.64	7.06	11.70	47.87	49.41	62.77	41.49	43.53	25.53
Grade 4	2.15	5.10	13.25	50.54	65.31	63.86	47.31	29.59	22.89
Grade 5	8.25	3.37	8.25	55.67	50.56	56.70	36.08	46.07	35.05
All Grades	7.04	5.15	10.95	51.41	55.51	60.95	41.55	39.34	28.10

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	4.26	11.76	6.38	45.74	38.82	56.38	50.00	49.41	37.23
Grade 4	8.60	9.18	15.66	52.69	57.14	46.99	38.71	33.67	37.35
Grade 5	8.25	10.11	15.46	40.21	44.94	50.52	51.55	44.94	34.02
All Grades	7.04	10.29	12.41	46.13	47.43	51.46	46.83	42.28	36.13

**Conclusions based on this data:**

We saw an increase in growth from band to band. Our number of students not meeting standard decreased significantly across 3rd through 5th grades. We will continue to focus on our first instruction in order to provide students with the basic foundational skills and critical thinking skills necessary to continue to move them across the bands with the goal of reaching met standard. As we stated previously, our need for professional development in writing instruction is a top priority as our students continue to struggle the most with the writing domain. Although we will still focus on all other domains, the teachers and instructional site leader believe that with a more systematic school wide focus on writing and rigor, we will improve in all content areas and standards. We are aware that although we made positive growth last year, we still have a significant amount of students not making significant growth. As a site, we will look at those students and review our instructional program to better meet the needs of these students. Overall, our students performed the highest in the domain of Listening. This is not surprising as teachers focused more last year on reading out loud to students as requiring students to extend their learning from what they learned.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	94	85	94	94	85	94	94	85	94	100	100	100
Grade 4	95	98	83	93	98	82	93	98	82	97.9	100	98.8
Grade 5	97	90	97	97	89	97	97	89	97	100	98.9	100
All Grades	286	273	274	284	272	273	284	272	273	99.3	99.6	99.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2387.	2365.	2394.	7.45	3.53	4.26	17.02	12.94	19.15	30.85	21.18	40.43	44.68	62.35	36.17
Grade 4	2416.	2427.	2425.	2.15	4.08	8.54	18.28	22.45	17.07	29.03	34.69	37.80	50.54	38.78	36.59
Grade 5	2420.	2430.	2465.	0.00	1.12	18.56	4.12	6.74	17.53	22.68	21.35	18.56	73.20	70.79	45.36
All Grades	N/A	N/A	N/A	3.17	2.94	10.62	13.03	14.34	17.95	27.46	26.10	31.87	56.34	56.62	39.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	13.83	7.06	8.51	32.98	29.41	40.43	53.19	63.53	51.06
Grade 4	9.68	12.24	13.41	21.51	29.59	26.83	68.82	58.16	59.76
Grade 5	1.03	3.37	23.71	15.46	20.22	24.74	83.51	76.40	51.55
All Grades	8.10	7.72	15.38	23.24	26.47	30.77	68.66	65.81	53.85

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.57	8.24	11.70	48.94	30.59	51.06	41.49	61.18	37.23
Grade 4	5.38	9.18	10.98	46.24	51.02	41.46	48.39	39.80	47.56
Grade 5	0.00	2.25	13.40	28.87	30.34	41.24	71.13	67.42	45.36
All Grades	4.93	6.62	12.09	41.20	37.87	44.69	53.87	55.51	43.22

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
<b>Grade 3</b>	8.51	4.71	8.51	51.06	42.35	56.38	40.43	52.94	35.11
<b>Grade 4</b>	4.30	5.10	10.98	41.94	50.00	47.56	53.76	44.90	41.46
<b>Grade 5</b>	0.00	3.37	18.56	29.90	32.58	35.05	70.10	64.04	46.39
<b>All Grades</b>	4.23	4.41	12.82	40.85	41.91	46.15	54.93	53.68	41.03

**Conclusions based on this data:**

Overall, the number of students meeting or exceeding standard improved. In reflection across the grade level, teachers attributed this growth to a more systematic approach to math utilizing the math mindset professional development that teachers participated in. As a result, students were asked to talk more about their process to tackle math problems and possible solution. Again, last year, teachers felt we have a more instructional focus on the skills necessary for students to meet standards. Our teachers collaborated all year long about standards and how to best meet the needs of our students across all levels. Specifically, teachers focused on movement and targeted their instruction to move students across the level bands. Although we saw positive growth, we are hopeful to continue to move student across the bands with more students meeting standard. We will continue to provide students with the instruction needed to meet their diverse academic needs. As of now we are doing Distance Learning, and teachers are collaborating so that we may continue to improve our scores. We understand that the data is not recent, but we know we still need to work on improving the scores of our students.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1426.2		1430.6		1415.7		66
Grade 1		1441.8		1445.4		1437.6		94
Grade 2		1493.1		1479.5		1506.1		97
Grade 3		1483.0		1462.6		1503.0		51
Grade 4		1521.0		1509.3		1532.2		40
Grade 5		1525.5		1514.0		1536.6		17
All Grades								365

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		13.64		45.45		33.33		7.58		66
1		3.19		36.17		46.81		13.83		94
2		22.68		42.27		24.74		10.31		97
3		3.92		39.22		47.06		9.80		51
4		17.50		57.50		25.00		0.00		40
5		17.65		52.94		29.41		0.00		17
All Grades		12.60		43.01		35.34		9.04		365

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		18.18		36.36		37.88		7.58		66
1		9.57		35.11		39.36		15.96		94
2		24.74		46.39		19.59		9.28		97
3		11.76		23.53		47.06		17.65		51
4		32.50		52.50		15.00		0.00		40
5		35.29		47.06		17.65		0.00		17
All Grades		19.18		39.18		31.23		10.41		365



Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		7.58		45.45		42.42		4.55		66
1		3.19		28.72		37.23		30.85		94
2		19.59		36.08		26.80		17.53		97
3		3.92		33.33		54.90		7.84		51
4		15.00		32.50		47.50		5.00		40
5		5.88		17.65		76.47		0.00		17
All Grades		9.86		34.25		40.82		15.07		365

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		15.15		77.27		7.58		66
1		39.36		48.94		11.70		94
2		22.68		67.01		10.31		97
3		7.84		66.67		25.49		51
4		35.00		60.00		5.00		40
5		11.76		76.47		11.76		17
All		24.38		63.84		11.78		365

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		15.15		71.21		13.64		66
1		4.26		70.21		25.53		94
2		24.74		67.01		8.25		97
3		21.57		56.86		21.57		51
4		27.50		70.00		2.50		40
5		58.82		41.18		0.00		17
All Grades		19.18		66.30		14.52		365

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		3.03		89.39		7.58		66
1		15.96		46.81		37.23		94
2		20.62		62.89		16.49		97
3		3.92		72.55		23.53		51
4		15.00		70.00		15.00		40
5		11.76		82.35		5.88		17
All Grades		12.88		66.58		20.55		365

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		56.06		40.91		3.03		66
1		4.26		75.53		20.21		94
2		21.65		59.79		18.56		97
3		13.73		78.43		7.84		51
4		20.00		80.00		0.00		40
5		11.76		88.24		0.00		17
All Grades		21.64		66.58		11.78		365

**Conclusions based on this data:**

As the reclassification requirements have changed, we must focus our efforts on providing the necessary English language development instruction to move the 35% of our students that have scored Level 3 (Moderately Developed) to a Level 4 (Well Developed) so that they can be considered for reclassification. Specifically with our Level 4 students (25%), we need to ensure that their reading level is at the same level of their non English Learner peers so that they can be considered for reclassification. Our English Learner parents are very concerned with reclassification for their students and have committed to helping our teachers with the charge of reclassification for our students at the appropriate time.

# 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
588	82.3	71.6	1

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	421	71.6
Foster Youth	1	1
Homeless	5	0.9
Socioeconomically Disadvantaged	484	82.3
Students with Disabilities	77	13.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	3	0.5
Asian	3	0.5
Filipino	4	0.7
Hispanic	562	95.6
Two or More Races	2	0.3
White	14	2.4





### Conclusions based on this data:

Our highest group population is Hispanic with 95.6% of students identifying in this group. This might promote an easy alignment of our resources to meet the needs of this group, however we cannot ignore the other groups and must ensure that the needs of our African American, White, Asian, and Filipino student groups are being met as well. Additionally, our English Learner group population is high as well, but not as high as our socioeconomically disadvantaged group. This leads me to believe that we have many students that fall into both categories and we must meet the needs of the two groups combined.

# 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">Orange</p>	<p data-bbox="1177 426 1396 457"><b>Suspension Rate</b></p>  <p data-bbox="1247 506 1325 533">Orange</p>
<p data-bbox="251 623 414 655"><b>Mathematics</b></p>  <p data-bbox="293 703 371 730">Yellow</p>		

#### Conclusions based on this data:

We have two areas of focus based on the results indicated above. It is imperative that we focus on our English Learner student group as well as in the area of math for all students. Although we continue to make growth, we must find more innovative ways to meet the needs of our students in all student groups, but especially our English Learners. We must also pay close attention to our students who are chronically absent and find strategies that will help them attend school on a regular basis.

# 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 39.8 points below standard Increased Significantly ++25.2 points 267	<p><b>English Learners</b></p>  Yellow 43 points below standard Increased Significantly ++25 points 213	<p><b>Foster Youth</b></p>  No Performance Color 0 Students
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 43.9 points below standard Increased Significantly ++22.6 points 229	<p><b>Students with Disabilities</b></p>  Orange 129.3 points below standard Increased Significantly ++15.7 points 50

**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 2	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 39.9 points below standard Increased Significantly ++26.4 points 256	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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
72.4 points below standard	14.4 points below standard	32.4 points below standard
Increased Significantly ++18.8 points 105	Increased Significantly ++23.5 points 108	Increased Significantly ++21.1 points 50

**Conclusions based on this data:**

The data concludes that we must employ methods that will significantly address the needs of our English Learner and Hispanic students. As we progress through collaboration and plan our instruction, we must take in to consideration the rate of growth for all students, especially our English Learners and Hispanic students. The focus of our work is on Academic language that will help facilitate growth with these two groups of students.

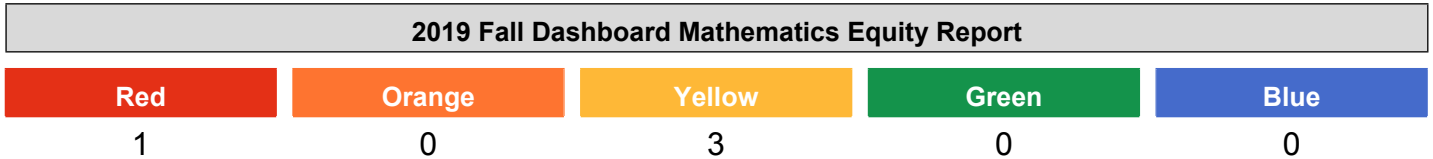
# School and Student Performance Data

## 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>  Yellow 52.4 points below standard Increased Significantly ++21.8 points 266	<p><b>English Learners</b></p>  Yellow 51 points below standard Increased Significantly ++23.5 points 212	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p><b>Socioeconomically Disadvantaged</b></p>  Yellow 55.6 points below standard Increased Significantly ++19.3 points 228	<p><b>Students with Disabilities</b></p>  Red 166.4 points below standard Declined Significantly -22.3 points 49

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2
Hispanic	Two or More Races	Pacific Islander	White
 Yellow <span style="background-color: #e0e0e0; padding: 2px;">53 points below standard</span> Increased Significantly ++23.6 points 255	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1		 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5

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
<span style="background-color: #e0e0e0; padding: 2px;">69.6 points below standard</span> Increased Significantly ++15.5 points 105	<span style="background-color: #e0e0e0; padding: 2px;">32.7 points below standard</span> Increased Significantly ++28.1 points 107	<span style="background-color: #e0e0e0; padding: 2px;">63.4 points below standard</span> Increased ++10.6 points 50

#### Conclusions based on this data:

Although we did notice growth in mathematics, we still have a high percentage of students in all groups not meeting standard. Therefore, we must take a look at the individual needs of these groups and students and use this information to collaborate and determine next steps for our students. Specifically, we plan to include our students in the data conversation in order to help them understand the expectations we have for them. Our efforts will continue to be focused on high quality first instruction for all students, but while keeping in mind the needs of our English Learner and Hispanic students.

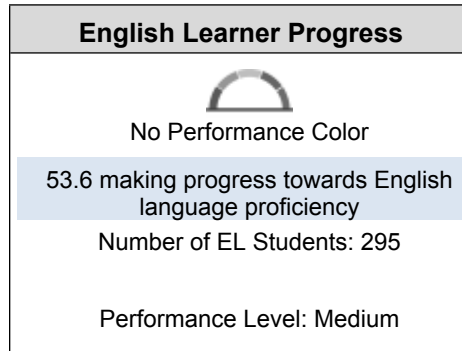


# School and Student Performance Data

## 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
16.6	29.8	2.3	51.1

**Conclusions based on this data:**

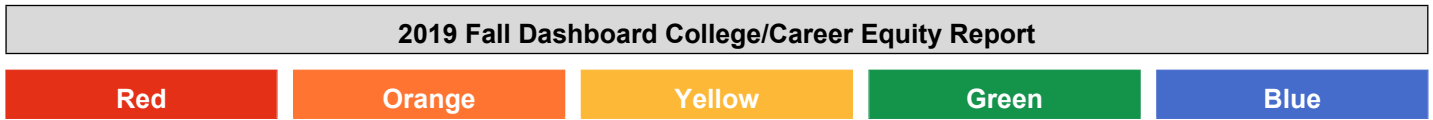
# School and Student Performance Data

## Academic Performance College/Career

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

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

This section provides number of student groups in each color.



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

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

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

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

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

Conclusions based on this data:

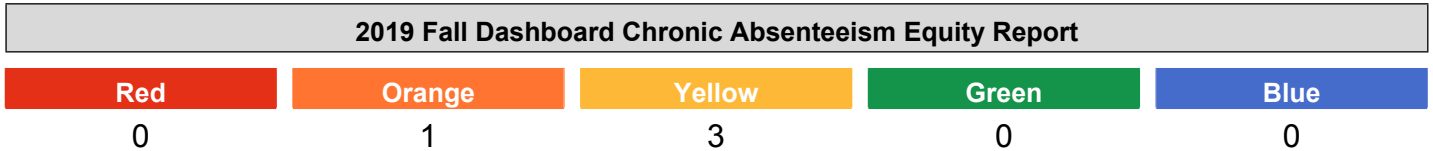
# School and Student Performance Data

## 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>  Orange 5.3 Increased +0.6 601	<p><b>English Learners</b></p>  Yellow 3.9 Increased +1.4 434	<p><b>Foster Youth</b></p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
<p><b>Homeless</b></p>  No Performance Color 41.7 12	<p><b>Socioeconomically Disadvantaged</b></p>  Orange 5.4 Increased +0.9 514	<p><b>Students with Disabilities</b></p>  Yellow 5.2 Maintained -0.3 97

**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 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 4.9 Increased +0.8 575	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 No Performance Color 14.3 Declined -1.1 14

**Conclusions based on this data:**

Based on the data and reflection of the strategies implemented last year, the need for an individualized plan for our chronically absent students is necessary. Therefore, this year, our school counselor has taken on this group as a high priority and we hope that our chronically absent students' attendance rate will increase. We will also come up with a plan that take into consideration the various groups in which our students might pertain to. Our Outreach specialist will also work together with our counselor to do an insentive program.

# School and Student Performance Data

## Academic Engagement Graduation Rate

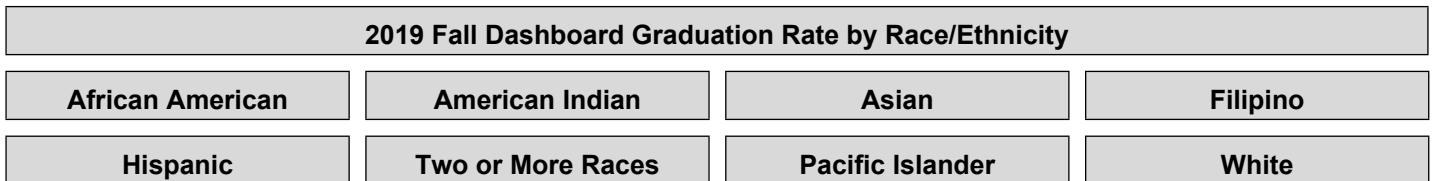
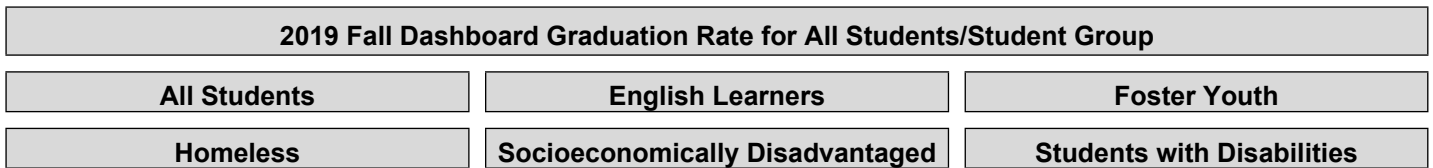
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance      Red      Orange      Yellow      Green      Blue      Highest Performance

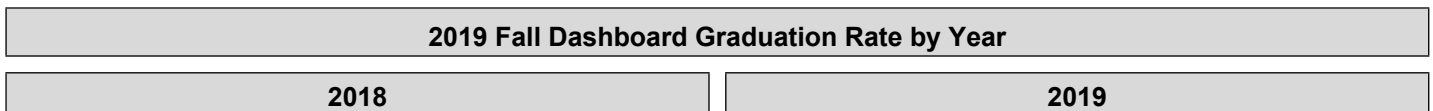
This section provides number of student groups in each color.



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:

# School and Student Performance Data

## Conditions & Climate Suspension Rate

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

Lowest  
Performance



Red



Orange



Yellow



Green

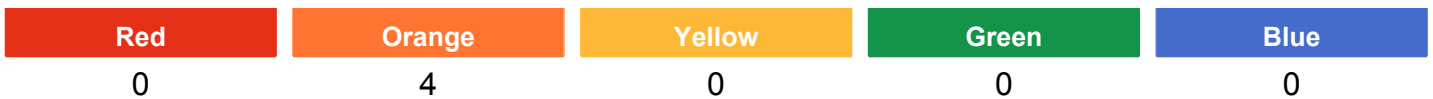


Blue

Highest  
Performance

This section provides number of student groups in each color.

### 2019 Fall Dashboard Suspension Rate Equity Report









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

### 2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
<p>Orange</p> <p>1.3</p> <p>Increased +0.8</p> <p>613</p>	<p>Orange</p> <p>1.1</p> <p>Increased +0.7</p> <p>441</p>	
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
<p>No Performance Color</p> <p>0</p> <p>Maintained 0</p> <p>12</p>	<p>Orange</p> <p>1.3</p> <p>Increased +1</p> <p>523</p>	<p>Orange</p> <p>4</p> <p>Increased +2.9</p> <p>100</p>

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

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data 3		 No Performance Color Less than 11 Students - Data 2	 No Performance Color Less than 11 Students - Data 4
Hispanic	Two or More Races	Pacific Islander	White
 Orange 1.2 Increased +0.7 587	 No Performance Color Less than 11 Students - Data 3		 No Performance Color 7.1 Increased +7.1 14

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

**2019 Fall Dashboard Suspension Rate by Year**

2017	2018	2019
	0.5	1.3

**Conclusions based on this data:**

Our suspension rate is within the limits set forth in our goal, however we continue to review suspensions on individual basis in order to determine if expectations and procedures need to be adjusted to provide an opportunity for success for all of our students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

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 first instruction  
 To provide opportunities for teachers to collaborate to improve teaching and learning

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification	2020-2021 school year, 25 English Learners were reclassified.	Reclassify 60% of 41% Students who meet reclassification rates.
STAR 360 Early Literacy and Reading	In order to determine whether our instructional programs and/or programs are meeting the needs of all students, we look at the Student Growth Percentile (SGP) average per grade level on the STAR 360 Early Literacy and Reading. This score compares our students' growth to the growth of their peers with the same starting points.  Star 360 Reading Average SGP is 50 with 16% proficient. Star 360 Early Literacy SGP is 50 with 44% proficient.	Class Student Growth Percentile average will be 50 (high Growth) with 10% increased proficiency. In addition, students will achieve a minimum the 25th percentile since it is the minimum needed to reclassify students.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
STAR 360 Math	In order to determine whether our instructional programs and/or programs are meeting the needs of all students, we look at the Student Growth Percentile(SGP) average per grade level on the STAR 360 Math. This score compares our students' growth to the growth of their peers with the same starting points.  Star 360 Math Average SGP is 50 with 16% proficient.	Class SGP average will be 50 (high Growth) with 10% increased proficiency.
STAR 360 Early Literacy Spanish	Current domain mastery is at 71%	Domain mastery will exceed 80%.

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

### Strategy/Activity 1

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

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

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

All Students

#### Strategy/Activity

Teachers will collaborate with principal in order to provide reading intervention to targeted students in grades kindergarten to 5th grade. Teachers will review data with the principal from STAR 360, Lexia and ST math to make sure students are doing adequate growth.

#### Proposed Expenditures for this Strategy/Activity

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

Certificated Salaries: Teacher

### 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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 3**

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

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

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

All Students

Strategy/Activity

All teachers will continue implementation of best practices with emphasis on first instruction. Provide additional collaboration time and professional development with emphasis on writing and oracy (Academic Vocabulary linked to text) in general education and special education classrooms. The goal is to get students to grade level . ( For now we will be doing Distance Learning, but we have collaborations each Wednesday .)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	LCFF - Intervention Professional Development and/or collaboration (subs/extra hours)
1000	LCFF - Intervention Teacher extra help/ Tutoring
2041	Title III Teacher extra help/Tutoring
3000	Discretionary Teacher extra help/ Tutoring
2000	Title III

	Teacher Extra Time/Spring EL Program
1000	LCFF - Intervention DLI Tutoring
1000	Discretionary DLI Tutoring
2000	LCFF - Intervention Teacher Extra Time/Spring EL Program

**Strategy/Activity 4**

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

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

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

All Students

Strategy/Activity

Follow Oxnard School District assessment calendar to monitor student progress on STAR 360 Early Literacy, Reading, and Math.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded Renaissance contract

**Strategy/Activity 5**

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

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

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

All Students

Strategy/Activity

Access to more literature and nonfiction texts.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)

1352.75	Title I DLI Books for the classroom
1102	LCFF - Intervention Books Librarian/ Book Club
1352.75	Title I SEI Books for the classroom
1352.75	Title I DLI Books for the classroom/ novels sets
5562.50	LCFF - Intervention DLI Books for the classroom
1352.75	Title I SEI Books for the classroom/ novels sets
5562.50	LCFF - Intervention SEI Books for the classroom
5562.50	LCFF - Intervention DLI Books for the classroom/ novels sets
5562.50	LCFF - Intervention SEI Books for the classroom/ novels sets
2000	LCFF - Intervention DLI Materials

## Strategy/Activity 6

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

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

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

All Students

### Strategy/Activity

Use IO database to collaborate regarding formative and summative 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)
	District Funded Curriculum
	District Funded IO 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

Students will be provide with Reading and Math Enrichment and/or Intervention strategies.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF - Intervention Teacher tutoring math
	District Funded My Lexia Core 5- Phonics and Reading
	District Funded ST Math
1000	Discretionary Teacher tutoring math
1000	Discretionary kinder essential skill/ tutoring
12	Title III DLI materials
2999	Discretionary DLI materials

## Strategy/Activity 8

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

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

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

All students

### Strategy/Activity

Students will receive Reading and math Enrichment and/or Intervention to make adequate growth.

### Proposed Expenditures for this Strategy/Activity

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

Teacher Extra Hours / ISP

23996

Title I

Certificated Salary: ISP Teacher/ Math

## 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

Student Incentives for academics and 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)

4000

LCFF - Intervention

Incentives

2000

Discretionary

Incentives

## Strategy/Activity 10

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

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

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

All Students

**Strategy/Activity**

Support Enrichment and Experiences linked to biliteracy units, NGSS science standards, Common Core Standards, and strand focus

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
1000	Discretionary Enviroment Strand support
1000	Discretionary Garden club NGSS Science, Common Core Standards supplies
10000	LCFF - Intervention Office Depot materials and supplies
1000	LCFF - Intervention Gate clusters/ Enrichment

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

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

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

All Students

**Strategy/Activity**

Meet monthly to monitor student progress either through the Coordinated Services Team Meeting or Student Success Team Meeting to address the emotional and acadademic needs of the 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)
1000	LCFF - Intervention Teacher Subs
1000	Title I Teacher Subs/COST
	District Funded School counselor
	District Funded ORC

### Strategy/Activity 12

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

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

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

All students

#### Strategy/Activity

Monthly STAR 360 Reading, Early Literacy, Math Assessments to monitor 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)
	District Funded

### Strategy/Activity 13

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

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

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

English Learners

#### Strategy/Activity

Supplement literature, texts, and materials for English Language Development

#### Proposed Expenditures for this Strategy/Activity



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

Amount(s)

1000

Source(s)

LCFF - Intervention

Academic Intervention materials for EL and foster

## Strategy/Activity 14

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

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

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

All Students

Strategy/Activity

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

### Proposed Expenditures for this Strategy/Activity

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

Classified salary: Site Tech

## Strategy/Activity 15

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

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

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

All students

Strategy/Activity

Headphones for students have become crucial for student learning during Distance Learning. Headphones help the students pay closer attention, provide privacy, and signals the teacher that the students are listening. This is particularly true when more than one sibling is on zoom or in a common area such the kitchen table or living room. Headphones also help student block out environmental noise, or daily family routines.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4250	LCFF - Intervention Strand Focus/Headphones
1000	Discretionary Strand Focus/Headphones
277	Title I Keyboard
576	Title III Keyboard

## 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

Teachers will have use of the Xerox, duplo and laminator machines to make necessary copies of instructional materials. The site will provide the required clerical staff to support all of the school's goals and actions.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Discretionary Maintenance Agreements and Repairs
1000	Title I copy machine
2000	LCFF - Intervention Duplo Machine
3000	LCFF - Intervention Extra clerical support in the office
1000	LCFF - Intervention

	Translation
19577	Discretionary
	Warehouse
1000	Title I
	Shred service

### Strategy/Activity 17

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

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

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

All students

#### Strategy/Activity

Leadership and PBIS will meet regularly to discuss and collaboratively develop a school plan to improve students academic process.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1500

Title I

Leadership/ PBIS extra hours for teachers

### Strategy/Activity 18

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

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

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

English Learners

#### Strategy/Activity

Provide para eeducator support to English Learners in first grade .

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000	LCFF - Targeted Classified Salary
9326	Title III None Specified Classified Salary

**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.

Pre School Students

Strategy/Activity

Arrange for pre-school students to visit kindergarten classrooms.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

**Strategy/Activity 20**

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

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

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

5th Grade Students

Strategy/Activity

Provide transition presentations to 5th grade students prior to end of 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)

No additional cost

## Strategy/Activity 21

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

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

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

Special Education Students

### Strategy/Activity

Special Education transition meetings will be held to support students transitioning to the middle school.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

## Strategy/Activity 22

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

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

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

All Students

### Strategy/Activity

Teachers will attend Professional Development session and collaborate regarding:

Common Core English and Spanish Standards  
Star 360 Data  
English Language Development  
Use of Classroom Technology  
iPads and Applications  
Foundational Skills in Literacy  
Writing Strategies-Lucy Calkins Units of Study  
Next Generation Science Standards  
Teaching for Biliteracy  
Math Mindset  
Canvas

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1500	Title I Sub Teachers/Conferences
500	Title I CABE registration

### Strategy/Activity 23

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

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

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

All Students

#### Strategy/Activity

Extra Support Teacher-Music (Strand Focus)

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Certificated salary: Extra Support Teacher

### 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.

Students in the After School Program

#### Strategy/Activity

ASP Administrator meets monthly with site Principal to evaluate program and work on correlating the after school program to the regular school day programs and services to include integrating the Arts and Environmental Science focus

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES  
After School Program

### 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.

Students in the After School Program

Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES  
Certificated salary: Liaison

### Strategy/Activity 26

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

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

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

Students in the After School Program

Strategy/Activity

Supplemental literacy and math instruction in After School program.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

ASES  
After School Program

**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.

3rd-5th grade students

Strategy/Activity

Student to set goals and chart STAR 360 Reading and Math scores 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)

[Empty box for Amount(s)]

No additional cost

**Strategy/Activity 28**

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

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

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

All Students

Strategy/Activity

OEA contract variance collaboration time to include teacher planning, grade level collaboration, vertical teaming, and data analysis for all students including GATE and SPED ( For now it is happening on Wednesday due to Covid 19)

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

**Strategy/Activity 29**



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

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

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

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.

All Students

Strategy/Activity

Ensure that the school library is supporting the school's Accelerated Reader reading program through incentives for the students.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Centralized Services  
Classified Salary: Library Tech

**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.

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

**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.

**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.

In 2018-2019 year, we improved our instructional focus and targeted students in order to improve our CAASPP test scores. We saw a significant amount of growth on the CAASPP, especially with the students that teachers targeted and differentiated instruction for. Strategies such as Spring Break SBAC academy as well as after school test practice were beneficial to our students. The discussion and dialogue regarding the specific instructional changes were part of the weekly collaboration that Harrington School participates in with common planning time. This is extremely beneficial in order to sustain any strategy or activity put forth on our SPSA. Last year we contracted three intervention support providers in order to help teacher provide enrichment and intervention. However, due to sub shortages and the qualifications of the individuals, their influence

of benefit to the our instructional program was minimal. Additionally, we determined that as a school, we need some improve our knowledge of the common core standards in order to improve our first instruction, which is the best way to reach the needs of all of our students. Also, last year we began the biliteracy program in first grade. However, we went into Distance Learning in March of 2019-2020. This year 2020- 2021 we came back with Distance Learning at 100 percent. We were not able to admistered the CAASPP test or do the Spring Break SBAC. Therefore, we will have the STAR 360 in reading, math and the early literacy for data collection. We will contunie to work with our data to make sure our students are making adequate growth.

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

As the school year progressed and we worked through the standards, teachers determined the need for access to materials and supplies needed to help with a focus on teaching literature and oracy through social sciences and science across grade levels, but especially with our biliteracy kindergarten classes. Consequently, we spent more money on material and supplies as well as in collaboration during the day and after school. Additionally, we did not spend some of the funds allocated for intervention as it was difficult to obtain teachers to stay after school and provide intervention. Our focus on first instruction this year will help improve our instruction in order to meet the needs of all of our students throughout the school day. More specifically, teachers have expressed interest in participating in more professional development in the area of writing. (We are also doing Distance Learning at these time.)

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.

This year, we planned to improve our first instruction and common core standard knowledge. Teachers will attend PLC to have more support with first instrution. Many of our strategies and/or activities set aside funds that we will be used for professional development in the common core standards and collaboration for all teachers, but specifically teachers on the common core advisory committee to help create a system of support for our teachers as they commit to the rigor necessary for the common core standards. Additionally, due to the lack of impact and inconsistencies with our intervention support providers, we decided to only contract one person to support teachers with Tier 3 intervention in reading and Tier 2 in math. This reading and math interventionist also collaborated with the teachers. With the implementation of of the biliteracy look fors and instructional walks, the power of constant feedback regarding instruction and next steps as a staff.

# 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 of students will be met in a learning environment that is safe, drug-free and conducive to learning.

## Identified Need

Develop and enforce school-wide expectations  
Encourage Positive Behavior  
Provide wrap-around services to ensure students come to school ready to learn

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	School suspension rate was less than 1%	Continue to strive for 1% or lower suspension rate.
Attendance Rate	Current ADA was 96%.	We will strive for a 97% attendance rate.
Behavior Referrals	49 Behavior referrals were submitted	Reduce number by 10%

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

## Strategy/Activity 1

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

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

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

All Students

### Strategy/Activity

Positive Behavior Incentives and Supports Leadership Team will meet once a month to review procedures and expectations.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Discretionary

AR and Math incentives

### Strategy/Activity 2

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

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

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

All students and families

Strategy/Activity

Positive Intervention and Supports Team will improve structure and activities during unstructured times.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000

Source(s)

Discretionary

Recess activities /playground equipment/  
CHAMPS

### Strategy/Activity 3

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

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

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

All students and families

Strategy/Activity

Students, staff and parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey for data collection related to social-emotional health.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

Centralized Services

Classified Salary: Counselor

### 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

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 5

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

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

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

All students

Strategy/Activity

Continue Big Deal, Little Deal and other Tier 1 Social Emotional lessons

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

[Empty box for Amount(s)]

Source(s)

No additional cost

### Strategy/Activity 6

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

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

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

All students

Strategy/Activity



Decrease loss of schooling due to suspensions and expulsions by implementing Restorative Approach, which allow students the chance to remain in class/school as opposed to losing out on learning time. Increase family interventions where appropriate, and introduce Social Justice process to parents. Target students with chronic absences and provide necessary support.

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

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

Amount(s)

Source(s)

Centralized Services

Certificated Salary: Counselor

### **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

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

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

Develop of Safety Plan which includes, safety drill schedule to support emergency readiness. Schedule and participate in practice Drills; Fire, Earthquake, Evacuation, Lockdown 1 and Lockdown 2 as well as student and family re-unification in case of a disaster at school.

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

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

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 9

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

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

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

All students

Strategy/Activity

Campus Assistant support for recess, before and after school due to lack of sufficient allocated hours to cover necessary bus supervision, cafeteria supervision, and crossing guard position. This would take place one our studnets are back on campus.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000

Title I  
Playground aide extra support

2000

LCFF - Targeted  
Playground aide extra support

### 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

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 12**

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

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

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

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.

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 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.

Amount(s)

Source(s)

## **Strategy/Activity 22**

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

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

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

Strategy/Activity

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

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

## **Strategy/Activity 23**

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

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

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

Strategy/Activity

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

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

## **Strategy/Activity 24**

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

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

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

Strategy/Activity

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

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

## **Strategy/Activity 25**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 26**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 27**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 28**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## **Strategy/Activity 29**

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

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

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

Strategy/Activity

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

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

## **Strategy/Activity 30**

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

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

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

Strategy/Activity

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

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

## **Strategy/Activity 31**

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

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

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

Strategy/Activity

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

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

Amount(s)

Source(s)

## **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.

Amount(s)

Source(s)

**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.

Amount(s)

Source(s)

**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 were very pleased with our California Healthy Kids Survey as our scores were equal to or greater than the state average. Our attendance tech and Outreach Resource Consultant works really hard to improve attendance all year long and as a result, we reached our goal of 97% attendance. In regarding to the behavior referrals, last year was the baseline year and we hope to decrease the number of referrals by implementing clearer expectations during unstructured times as that seems to be the cause of most of the behavioral referrals. Additionally, our students took the Panorama Survey, which will give us more data on Growth Mindset, Self-Management, Emotional Regulation, teacher-student relationship, and sense of Belonging.

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

Strategies and budgeted expenditures were spent accordingly.

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.

This year, we included funds to help us purchase equipment and activities to help improve our unstructured times. We are hopeful that this will decrease the number of referrals and help students learn how to play properly. Additionally, with the decrease in campus assistant hour allocation, this year we will need to pay for additional coverage from site funds. With all of the various instructional programs, the amount of overflow students, and also the structure of our school, we need more supervision than was allotted to us.

# 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
Assess the parent participation in the various parent groups/committee and meetings. We will increase our number of parent participation by 10 parents.	We have a small group of volunteers that serve on the three main committees (PTA, SSC, and ELAC)	-Begin setting evening/late afternoon ELAC meetings. Increase attendance by 10%.

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

## Strategy/Activity 1

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

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

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

All Students

### Strategy/Activity

Build and communicate opportunities for strong family engagement through participation in decision making bodies like SSC, ELAC, PTA.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 2**

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

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

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

All Students

Strategy/Activity

Hold a minimum of 6 School Site Council and ELAC meetings. (with child care).

**Proposed Expenditures for this Strategy/Activity**

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

Title I  
Child care, clerical extra help

2000

Title I  
Counselor extra support for parent nights

2000

LCFF - Targeted  
ORC extra support for parent nights

**Strategy/Activity 3**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**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

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 5**

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

**Strategy/Activity 6**

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

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

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

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 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

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 8

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

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

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

All Students and Families

Strategy/Activity

Teachers will provide families with progress reports on student, achievement, interventions and other goals on a weekly, monthly or quarterly basis depending on the 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)

## 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

Parent Compact will be shared with each parent in the school to prepare a more comprehensive plan.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 10

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

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

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

All Students and Families

#### Strategy/Activity

School Wide communication to staff and families, highlighting school goals, student progress, events, training, parent educational opportunities, will be offered through bi-weekly VIA bulletin, phone calls, text, Web site, flyers, twitter and electronic board .

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

9998.00

LCFF - Intervention

Electronic Board

5470

Title III

Electronic Board

1000

Title I

Graphics/Pub

LCFF - Targeted

LCFF - Intervention

### Strategy/Activity 11

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

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

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

English Learners

#### Strategy/Activity

Parents will be invited to give input for reclassification for students who qualify to be redesignated as Reclassified: Fluent English Proficient (RFEP). While we are in Distance Learning we would hold all meeting in Zoom.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 12**

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

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

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

All Students

Strategy/Activity

Title 1 Meetings will be held to review policies like the Parent Compact, Parent Involvement Policy and SPSA goals.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

**Strategy/Activity 13**

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

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

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

All Students

Strategy/Activity

Parent conferences will be held twice a year. Translation support will be provided as necessary for parent meetings, conferences and other family communications.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

Discretionary

Classified extra hours/ Previously Allocated

**Strategy/Activity 14**

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

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



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

All Students

**Strategy/Activity**

Parents will be invited to participate in student support meetings, including SSTs, IEPs and 504s to support student achievement and social-emotional Tier 2 and 3 needs.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

**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.

ASP Students

**Strategy/Activity**

The site will organized and conduct three parent nights with focus of engaging parents and families while supporting their effortsto assist thier studnents with thier academic work in the subject areas of math, language arts and 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)

1000

LCFF - Intervention  
Kinder transition workshop

1000

LCFF - Intervention  
Familiy Nights

1000

Discretionary  
Family Nights

1000

LCFF - Intervention

**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.

Amount(s)

Source(s)

**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.

Amount(s)

Source(s)

### **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.

Amount(s)

Source(s)

**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 increased the amount of communication last year as we began to utilize text messages in the parentlink platform. Parents have been pleased with the increase in communication and as a result, their participation in events has improved. Additionally, the overall implementation of the strategies and activities will improve family involvement and engagement.

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

Strategies and budgeted expenditures were spent accordingly.

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.

Since the new building was built, parents have requested an electric sign. Our PTA organization has donated some of the funds over the years and we will pay for the remainder out of site funds. This should help improve overall communication with families.



# 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	\$75675.00
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	\$176,785.00

## 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	\$42,184.00
Title III	\$19,425.00

Subtotal of additional federal funds included for this school: \$61,609.00

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

State or Local Programs	Amount (\$)
Discretionary	\$37,576.00
LCFF - Intervention	\$71,600.00
LCFF - Targeted	\$6,000.00

Subtotal of state or local funds included for this school: \$115,176.00

Total of federal, state, and/or local funds for this school: \$176,785.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Discretionary	37576.00	0.00
LCFF - Intervention	71600.00	0.00
Title I	42184.00	0.00
Title III	19425.00	0.00
LCFF - Targeted	6000.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Discretionary	37,576.00
LCFF - Intervention	71,600.00
LCFF - Targeted	6,000.00
Title I	42,184.00
Title III	19,425.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Discretionary	33,576.00
	Discretionary	4,000.00
	LCFF - Intervention	55,350.00
	LCFF - Intervention	16,250.00
	LCFF - Targeted	2,000.00
	LCFF - Targeted	4,000.00
	Title I	32,831.25
	Title I	9,352.75
	Title III	10,099.00

None Specified

Title III

9,326.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	145,317.00
Goal 2	6,000.00
Goal 3	25,468.00

# School Site Council Membership

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

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

Name of Members	Role
Rosaura Castellanos	Principal
Cristina Jimenez-Sanchez	Other School Staff
Helen Zaragoza	Classroom Teacher
Veronica Oros	Classroom Teacher
Fernando Hernandez	Classroom Teacher
Julia Roman	Parent or Community Member
Maria Mondragon	Parent or Community Member
Maria Bravo	Parent or Community Member
Lidia Mendoza	Parent or Community Member
Adriana Mendoza	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

School Site Council

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/16/19.

Attested:



Principal, Rosaura Castellanos on 10/19/2020

SSC Chairperson, Fernando Hernandez on 10/19/20


## Recommendations and Assurances

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

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

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

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


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

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

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

This SPSA was adopted by the SSC at a public meeting on 10/16/19.

Attested:

	Principal, Rossura Castellano on 10/19/2020
	SSC Chairperson, Fernando Hernandez on 10/19/20

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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