School Year: **2020-21**

# KAMALA

**ART & TECHNOLOGY**

# 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 |
|---|---|---|---|
| Kamala School | 56725386055339 | October 2, 2020 | November 4,2020 |

# Purpose and Description

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

Schoolwide Program

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

Kamala is a kindergarten through eighth grade school where we believe that every student can succeed. Within our school, we have a Dual Language Immersion (DLI) program focused on building bilingual, biliterate, and bicultural students. We also have a strong commitment to strengthening our K-8 community through K-2 and middle school buddy programs, recess activities, spirit days and other activities. Our PBIS team has also been working with staff on building common expectations and forming strong relationships with students which has also contributed to creating a safe, positive environment for our students.

Low test scores have been a driving force for teachers and staff to rethink how we have been doing things and analyze best strategies and how we have been using data. The staff of Kamala School are working to build strong professional learning communities and collaborating with grade level and vertical teams to improve student learning.

Strong first instruction with high rigor, standards based lessons with effective instructional strategies, and an emphasis on analysis of data to drive instruction and intervention are the focal points for our Instructional Leadership Team and PLC work. The leadership team will facilitate this work in their PLCs and during collaboration with grade level colleagues. Dedicated time for PLCs with additional resources for ongoing collaboration throughout the year for teachers to plan strong, first instruction, develop common assessments, analyze data and respond to the data are significant actions in our plan.

In addition to strong first instruction and ELD instruction, an effective multi-tiered system of support provides students with targeted interventions. Intervention Service Providers (ISPs) provided by the district an an additional ISP hired with site funds will provide targeted reading intervention for students in all grades K-8.Teachers are also committed to providing structured extended learning opportunities for students based on analysis of data. Our plan is to provide both remediation and enrichment opportunities for students. Analysis of formative data and continued progress monitoring will provide key information for teachers to place students in correct interventions. Student monitoring meetings with grade level teams and administration will provide an additional structure for data analysis.

Our DLI program is now in its seventh year with DLI students in grades K-6.  All classes in kindergarten, first and second grades are DLI classes and  teachers in K - 2 are using the designed, content-based units.  Teachers in all DLI classes will continue to foster oracy and make connections between the languages for students and will ensure that students' language proficiency and academic vocabulary are a major component of designated and integrated ELD.

Students in the middle school are engaged in electives connected to our strand focus of Art and Technology.  Art is offered as an elective to middle school students as are the electives of Careers, Study Skills, and Environmental Science.  Our art teacher does school-wide art projects that can be viewed in in our cafeteria.  Students and staff are excited to see the major art pieces the teacher is able to create with the individual pieces she receives from everyone at Kamala!  We are hoping to continue with these art projects when we return to in-person instruction.

All stakeholders must work together to support students.  We are committed to working with parents and families to improve student learning through ELAC, SSC, parenting classes and Coffee with Us/Cafe con Nosotros.  Parents and families have been connecting via Zoom for these meetings and are providing feedback as we move through our distance learning journey.
"One Team. One Goal./ Un equipo. Una Meta" defines our school community (teachers, staff, parents, families and students) and how we are moving as one to team to improve student achievement.

# Table of Contents

# 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.

The administrators visit classrooms regularly to identify what is going well and what areas are in need of support.  We have been working on building strong relationships with students and focusing on strong, effective first instruction and rigor in lessons.  Over the past year, teachers have worked to build stronger relationships with students to make teaching and learning more effective.  These efforts have continued during distance learning as making connections and building safe classroom environments is even more vital during this time.  Teachers, the counselor, office staff, and admin are working diligently to get all students connected and engaged.  During in person instruction last year, the number of office referrals decreased and stronger connections were made with students.  We will continue to focus this year on strong, effective first instruction.  Three site goals were developed as a focus this year for our leadership team and our grade level PLCs.  We will work on consistent, standards-based lessons with high rigor, progress monitoring using common formative assessments, and writing across the curriculum. This work continues during distance learning.

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

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

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

## Standards, Assessment, and Accountability

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

Due to the COVID-19 pandemic, students did not take the CAASPP test in 2020. Analysis of the CAASPP results from 2019 reveal that in grades 3-6, the percentage of students in the not met and nearly met levels have decreased over the past four years with corresponding gains in the met and exceeded levels in ELA. The increase in scores can be attributed in part to a strong focus on reading in the primary grades. The STAR 360 and interim assessment blocks data are also analyzed; however, we are continuing to work on how to convert this data analysis to a change in instructional practices and ensure that we are understanding any effects that testing via distance learning may have on the results. A comparison of the data from Fall 2019 to Fall 2020, indicates a slight dip in the overall proficiency rate in reading in grades 3 - 6 with slight gains in grades 7 and 8. The same comparison in the Early Literacy Assessment for Kindergarten and first grade indicate an increase in the proficiency rate. Targeted interventions for students currently scoring in the urgent intervention level is planned. A comparison of the STAR math from Fall 2019 to Fall 2020 indicate a decrease in the overall proficiency levels in all grades. The comparisons are not of cohort data, but are comparisons of the proficiency rates of students in the grades at the time of the assessment.

Teachers have been reviewing the data on claims and targets to identify any patterns or trends that will help to focus instruction in the classroom and improve student achievement. Analysis of the STAR 360 Reading and Math data from Fall to Winter last year showed growth in Reading (grades 3 - 7) and Math (grades 2-6) suggesting focused goals last year were having a positive effect on student growth.

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

We have been working to increase data analysis in grade level groups over the past three years. In order to more accurately monitor student progress, the STAR 360 assessments will be administered at least every 6 weeks and grade level PLCs will begin working on creating common formative assessments this year. Grade level leadership team representatives will facilitate data discussions and teams will develop strategies to support students based on the data.

## Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

The Educational Services Department includes Directors who provide support for Curriculum, Instruction, Biliteracy Programs, English Learner Services, Special Education and Pupil Services. An Instructional Specialist for science and a Math Manager work directly with teachers to support instruction in Science and Math. Site Principals function as instructional leaders.

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

Teacher collaboration is fostered through both vertical and grade level teams.  We are continuing to build strong Professional Learning Communities with our grade level teams through which teachers use the cycle of inquiry to improve student learning.   The Instructional Leadership Team grade level representatives will be facilitating PLC meetings with protocols developed during leadership meetings.  The protocols will focus on the cycle of inquiry, common assessment practices, and analysis of lesson rigor.  Collaboration for planning strong first instruction and developing common formative assessments in addition to PLC work is another piece to improving student learning.  DLI teachers also need additional planning/collaboration time to meet with their 50/50 partners as well as their language partners to ensure continuity of program and effective teaching.  Vertical teams meet during staff meetings to ensure that expectations are consistent at each grade level and teachers are increasing rigor throughout the year so that students are prepared for the next grade level.

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

## Opportunity and Equal Educational Access

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

Various supports are identified and put into practice to support underperforming students. Tier one supports include small group, timely intervention in the classroom/universal access when students are not meeting standards. Review of classroom data, STAR 360 scores, and other relevant data are reviewed during PLC meetings to provide additional support in the classroom. For students who need additional support to meet standards, after school tutoring can be provided during in-person instruction. Tier two supports can be identified through CST/SST process for students with academic, behavior or social/emotional needs that may require more intensive support. These supports include more intensive tutoring, small group work with the ISPs, counseling support or services from outside agencies. During distance learning, teachers can provide small group support during asynchronous times outlined in the schedule. Counseling support can also be provided during distance learning.

Evidence-based educational practices to raise student achievement

We have done a lot of work with the staff on building strong relationships with students and families to build a safe learning environment for students. Standards based instruction with high rigor and stated learning objectives are also practices on which we continue to focus and develop. Professional development in these areas is ongoing. Through analysis of grade level writing standards and the progression of the standards from K through 8th grade, teachers identified an end of year writing objective for each grade level last year. Each end of year objective will ensure that students are ready for the upcoming grade level standards. Writing across subject areas with a progression towards the end of year objective is another practice to raise student achievement.

## Parental Engagement

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

The administration, counselor and ORC work to provide Triple P parenting classes and Logrando Bienestar workshops. These are well attended by parents and provide great information and support to families. Administration and teachers are planning family reading and math nights with a focus on what students are learning and how the school and families can work together to support student learning. During distance learning, teachers have scheduled parent meetings to support access to technology for families.

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)

Teachers, staff and parents are involved in the various stages of the programs. After an analysis of data, teachers and their grade level teams are asked for input through a priority index of the actions/programs. Teachers implement the programs and continue to analyze effectiveness through data analysis. Parents and staff involvement is elicited through ELAC and SSC meetings as well as Back to School Night and other parent meetings. CAASPP and STAR data are presented to parent groups with an analysis of the programs and feedback and input on SPSA actions is regularly discussed at both ELAC and SSC meetings.

Funding

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

Analysis of CAASPP (2019) and STAR 360 results from 2020 indicate a lack of growth in math. We have no CAASPP data to analyze from last year and STAR 360 results from Spring were inconsistent due to the start of distance learning. However, a comparison of data from Fall 2019 to Fall 2020 indicates a decrease in the percentage of students scoring in levels 3 and 4 in both language arts and math. Funding this year will focus on providing extra support (ISPs) in reading during distance learning and tutoring for students when we return to in-person instruction. Additional Title I funding is used to provide AVID tutors for our middle school AVID program. This is a key component of the AVID program and supports students in small groups.

Fiscal support (EPC)

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

# Stakeholder Involvement

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

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

After data analysis and discussion of SPSA actions, teachers input is gathered to inform actions on the SPSA and school goals. The leadership team meets regularly to discuss data and continued actions and the effectiveness of those actions. Actions are reviewed with the school site council and input is solicited from ELAC members at every meeting.

# Resource Inequities

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

Due to the changing enrollment numbers and a reduction in force last year, our teaching staff has changed at some grade levels which interferes with the momentum and grade level structures in

place. Over the past few years, we have not had a consistent Outreach Consultant which had an impact on our support of chronic absentees and building attendance improvement programs for students.  We are working to get an ORC in place who can work closely with the attendance technician and counselor to support families and students with consistent attendance. The move to distance learning has highlighted some of the inequities for our families in accessing online learning. The district has responded by providing families in need the opportunity to get a hotspot so that students are able to connect for instruction.  All students have been provided with iPads for instruction. Families can also apply for hot spots to increase connectivity.

# School and Student Performance Data

## Student Enrollment
## Enrollment By Student Group

| 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 | 1.02% | % | 0.57% | 12 | | 6 |
| Asian | 0.08% | % | 0.09% | 1 | | 1 |
| Filipino | 0.51% | % | 0.09% | 6 | | 1 |
| Hispanic/Latino | 96.36% | % | 97.63% | 1137 | | 1,031 |
| Pacific Islander | % | % | 0% | | | 0 |
| White | 1.78% | % | 1.42% | 21 | | 15 |
| Multiple/No Response | % | % | 0.19% | | | 0 |
| | | | Total Enrollment | 1180 | | 1,056 |

## Student Enrollment
## Enrollment By Grade Level

| Grade | Number of Students | | |
|---|---|---|---|
| | 17-18 | 18-19 | 19-20 |
| Kindergarten | 114 | | 95 |
| Grade 1 | 116 | | 118 |
| Grade 2 | 137 | | 117 |
| Grade3 | 135 | | 118 |
| Grade 4 | 135 | | 131 |
| Grade 5 | 129 | | 132 |
| Grade 6 | 149 | | 125 |
| Grade 7 | 137 | | 104 |
| Grade 8 | 128 | | 116 |
| Total Enrollment | 1,180 | | 1,056 |

**Conclusions based on this data:**

Our enrollment has declined over the past three years which is consistent with the district. Additionally, we are currently transitioning to a full biliteracy school. In grades 3-8, we currently have both a DLI program and an English Enrichment instructional program. In grades K-2, all classes are DLI. As the DLI program moves up, our enrollment will continue to decline slightly as the class size in K-2 is smaller and students are not added to the program in the upper grades.

# 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** | | | 622 | | | 58.9% |
| **Fluent English Proficient (FEP)** | | | 291 | | | 27.6% |
| **Reclassified Fluent English Proficient (RFEP)** | | | 115 | | | 17.0% |

**Conclusions based on this data:**

The percentage of English Learners has remained in the 60% range, with a slight decrease of a percentage or two over the past few years.  Our reclassification rate has increased slightly each year.  Students in the upper grade who are still classified as English Learners (LTELs) will require more targeted support in order to meet reclassification criteria on the ELPAC and CAASPP or STAR 360 assessments.  A deeper analysis of both ELPAC and CAASPP claims and targets for these students will be critical in identifying specific areas for intervention and support.  Students in the primary grades will benefit from oracy development in our biliteracy classes which will provide a strong foundation for reading and writing.  A schoolwide focus on writing across the curriculum will benefit our LTELs and EL students in the primary grades as this work will develop reading and critical thinking skills in addition to writing skills.

# School and Student Performance Data

## CAASPP Results
## English Language Arts/Literacy (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 | 142 | 137 | 135 | 141 | 136 | 134 | 141 | 136 | 134 | 99.3 | 99.3 | 99.3 |
| Grade 4 | 119 | 126 | 130 | 119 | 125 | 130 | 119 | 125 | 130 | 100 | 99.2 | 100 |
| Grade 5 | 151 | 123 | 128 | 151 | 121 | 128 | 151 | 121 | 128 | 100 | 98.4 | 100 |
| Grade 6 | 142 | 147 | 115 | 142 | 145 | 114 | 142 | 145 | 114 | 100 | 98.6 | 99.1 |
| Grade 7 | 132 | 133 | 122 | 132 | 133 | 122 | 132 | 133 | 122 | 100 | 100 | 100 |
| Grade 8 | 115 | 128 | 127 | 115 | 126 | 127 | 115 | 126 | 127 | 100 | 98.4 | 100 |
| All Grades | 801 | 794 | 757 | 800 | 786 | 755 | 800 | 786 | 755 | 99.9 | 99 | 99.7 |

\* 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 | 2342. | 2376. | 2382. | 1.42 | 9.56 | 3.73 | 9.22 | 12.50 | 24.63 | 21.99 | 29.41 | 23.13 | 67.38 | 48.53 | 48.51 |
| Grade 4 | 2399. | 2423. | 2421. | 6.72 | 8.00 | 12.31 | 6.72 | 20.80 | 17.69 | 31.93 | 26.40 | 24.62 | 54.62 | 44.80 | 45.38 |
| Grade 5 | 2432. | 2475. | 2469. | 0.66 | 9.09 | 3.91 | 18.54 | 33.06 | 32.81 | 23.84 | 23.97 | 26.56 | 56.95 | 33.88 | 36.72 |
| Grade 6 | 2443. | 2458. | 2490. | 0.00 | 1.38 | 5.26 | 14.79 | 18.62 | 30.70 | 27.46 | 28.97 | 29.82 | 57.75 | 51.03 | 34.21 |
| Grade 7 | 2501. | 2497. | 2507. | 4.55 | 1.50 | 3.28 | 24.24 | 20.30 | 31.15 | 32.58 | 45.11 | 28.69 | 38.64 | 33.08 | 36.89 |
| Grade 8 | 2514. | 2535. | 2514. | 1.74 | 3.97 | 1.57 | 20.87 | 30.95 | 22.83 | 40.00 | 34.92 | 43.31 | 37.39 | 30.16 | 32.28 |
| All Grades | N/A | N/A | N/A | 2.38 | 5.47 | 5.03 | 15.75 | 22.39 | 26.49 | 29.13 | 31.55 | 29.27 | 52.75 | 40.59 | 39.21 |

### 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 | 0.71 | 12.50 | 10.45 | 32.62 | 44.85 | 50.00 | 66.67 | 42.65 | 39.55 |
| Grade 4 | 8.40 | 11.20 | 10.77 | 42.02 | 53.60 | 46.15 | 49.58 | 35.20 | 43.08 |
| Grade 5 | 3.31 | 11.57 | 13.28 | 48.34 | 52.89 | 52.34 | 48.34 | 35.54 | 34.38 |
| Grade 6 | 2.11 | 6.90 | 7.89 | 35.21 | 39.31 | 42.98 | 62.68 | 53.79 | 49.12 |
| Grade 7 | 10.61 | 6.77 | 9.84 | 41.67 | 46.62 | 50.82 | 47.73 | 46.62 | 39.34 |
| Grade 8 | 6.96 | 12.70 | 7.09 | 42.61 | 49.21 | 42.52 | 50.43 | 38.10 | 50.39 |
| All Grades | 5.13 | 10.18 | 9.93 | 40.38 | 47.46 | 47.55 | 54.50 | 42.37 | 42.52 |

## Writing
### Producing clear and purposeful writing

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.26 | 7.35 | 7.46 | 28.37 | 38.97 | 47.01 | 67.38 | 53.68 | 45.52 |
| Grade 4 | 8.40 | 7.20 | 11.54 | 42.02 | 53.60 | 50.77 | 49.58 | 39.20 | 37.69 |
| Grade 5 | 3.97 | 20.66 | 14.84 | 51.66 | 47.11 | 52.34 | 44.37 | 32.23 | 32.81 |
| Grade 6 | 5.63 | 1.38 | 7.02 | 32.39 | 34.48 | 57.89 | 61.97 | 64.14 | 35.09 |
| Grade 7 | 9.85 | 4.51 | 8.20 | 61.36 | 57.14 | 52.46 | 28.79 | 38.35 | 39.34 |
| Grade 8 | 10.43 | 8.73 | 3.94 | 59.13 | 50.00 | 59.84 | 30.43 | 41.27 | 36.22 |
| All Grades | 6.88 | 8.02 | 8.87 | 45.38 | 46.56 | 53.25 | 47.75 | 45.42 | 37.88 |

## Listening
### Demonstrating effective communication skills

| Grade Level | % Above Standard | | | % At or Near Standard | | | % Below Standard | | |
|---|---|---|---|---|---|---|---|---|---|
| | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 | 16-17 | 17-18 | 18-19 |
| Grade 3 | 4.26 | 9.56 | 6.72 | 56.74 | 58.09 | 69.40 | 39.01 | 32.35 | 23.88 |
| Grade 4 | 5.04 | 7.20 | 8.46 | 53.78 | 59.20 | 60.77 | 41.18 | 33.60 | 30.77 |
| Grade 5 | 3.31 | 9.09 | 6.25 | 55.63 | 62.81 | 67.97 | 41.06 | 28.10 | 25.78 |
| Grade 6 | 4.23 | 4.83 | 6.14 | 48.59 | 62.76 | 71.05 | 47.18 | 32.41 | 22.81 |
| Grade 7 | 4.55 | 2.26 | 3.28 | 49.24 | 66.92 | 68.85 | 46.21 | 30.83 | 27.87 |
| Grade 8 | 5.22 | 5.56 | 5.51 | 62.61 | 71.43 | 63.78 | 32.17 | 23.02 | 30.71 |
| All Grades | 4.38 | 6.36 | 6.09 | 54.25 | 63.49 | 66.89 | 41.38 | 30.15 | 27.02 |

## 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 | 2.13 | 8.82 | 7.46 | 40.43 | 49.26 | 56.72 | 57.45 | 41.91 | 35.82 |
| Grade 4 | 7.56 | 8.00 | 12.31 | 47.06 | 60.80 | 49.23 | 45.38 | 31.20 | 38.46 |
| Grade 5 | 7.95 | 15.70 | 14.84 | 41.72 | 55.37 | 46.09 | 50.33 | 28.93 | 39.06 |
| Grade 6 | 7.75 | 13.10 | 16.67 | 39.44 | 49.66 | 52.63 | 52.82 | 37.24 | 30.70 |
| Grade 7 | 11.36 | 9.77 | 20.49 | 48.48 | 59.40 | 50.82 | 40.15 | 30.83 | 28.69 |
| Grade 8 | 9.57 | 21.43 | 10.24 | 54.78 | 55.56 | 60.63 | 35.65 | 23.02 | 29.13 |
| All Grades | 7.63 | 12.72 | 13.51 | 44.88 | 54.83 | 52.72 | 47.50 | 32.44 | 33.77 |

**Conclusions based on this data:**

The data above reflect cohort data that is two years old. The analysis of the data at the time revealed that the percentage of students at the Not Met level had been decreasing since 2016-17 with an increase in the mean scale score in all but one grade. The percentage of students below standard in each of the claims was also decreasing with one grade level continuing to fluctuate. Although we had made steady growth, the increases had not been significant in most areas. Cohort data at some grade levels revealed larger increases in growth; particularly grades 5 and 7. In looking at the reading claim, the percentage of students above standard had increased greatly since 2016-17. This is a positive reflection of the work being done in grades K-2 to build strong foundational reading skills for our students. In all of the claims, there was a large percentage of students at the Near Standard level. We continued to focus on our site goals to improve student achievement and growth in all areas (Consistent, standards-based teaching with high rigor and progress monitoring with common formative assessments) last year. With the

reflection and actions put in place last year based on the CAASPP data, we anticipated growth in the number of students at the met/exceeded levels.  Comparison of the STAR 360 Reading assessment data from Fall to Winter 2019  indicated growth in grades 2-6.  Unfortunately, we were not able to show continued growth as students did not take the CAASPP last year due to the COVID school closure.  As there is no CAASPP data on which to base our actions moving forward, our grade level teams have been analyzing the local assessment data from the STAR reports and classroom data.  Compared to the STAR results from Fall of last year, the percentage of students in levels 3 and 4 has decreased slightly in most grades. The focus moving forward will continue to be on strong first instruction with consistent, standards based lessons with high DOK.  However, we will also focus on targeted, small group interventions to support students in recovering any learning loss during the school closures.

# 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 | 142 | 137 | 135 | 142 | 136 | 133 | 142 | 136 | 133 | 100 | 99.3 | 98.5 |
| Grade 4 | 119 | 126 | 130 | 119 | 124 | 130 | 119 | 124 | 130 | 100 | 98.4 | 100 |
| Grade 5 | 151 | 123 | 128 | 151 | 121 | 128 | 151 | 121 | 128 | 100 | 98.4 | 100 |
| Grade 6 | 142 | 147 | 115 | 142 | 145 | 113 | 142 | 145 | 113 | 100 | 98.6 | 98.3 |
| Grade 7 | 132 | 133 | 122 | 132 | 133 | 122 | 132 | 133 | 122 | 100 | 100 | 100 |
| Grade 8 | 115 | 128 | 127 | 115 | 127 | 127 | 115 | 127 | 127 | 100 | 99.2 | 100 |
| All Grades | 801 | 794 | 757 | 801 | 786 | 753 | 801 | 786 | 753 | 100 | 99 | 99.5 |

\* 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 | 2363. | 2382. | 2391. | 0.70 | 4.41 | 5.26 | 8.45 | 22.06 | 21.80 | 30.99 | 22.06 | 25.56 | 59.86 | 51.47 | 47.37 |
| Grade 4 | 2396. | 2439. | 2436. | 1.68 | 0.00 | 7.69 | 3.36 | 27.42 | 23.85 | 31.09 | 39.52 | 24.62 | 63.87 | 33.06 | 43.85 |
| Grade 5 | 2417. | 2455. | 2454. | 0.66 | 3.31 | 3.91 | 4.64 | 10.74 | 13.28 | 26.49 | 39.67 | 27.34 | 68.21 | 46.28 | 55.47 |
| Grade 6 | 2426. | 2427. | 2440. | 0.70 | 0.69 | 0.88 | 3.52 | 4.83 | 7.96 | 23.94 | 26.90 | 28.32 | 71.83 | 67.59 | 62.83 |
| Grade 7 | 2479. | 2444. | 2447. | 1.52 | 0.75 | 0.00 | 12.88 | 1.50 | 5.74 | 38.64 | 24.06 | 26.23 | 46.97 | 73.68 | 68.03 |
| Grade 8 | 2477. | 2483. | 2446. | 3.48 | 3.94 | 1.57 | 10.43 | 5.51 | 5.51 | 25.22 | 27.56 | 21.26 | 60.87 | 62.99 | 71.65 |
| All Grades | N/A | N/A | N/A | 1.37 | 2.16 | 3.32 | 7.12 | 11.83 | 13.28 | 29.34 | 29.64 | 25.50 | 62.17 | 56.36 | 57.90 |

| Concepts & Procedures<br>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 | 3.52 | 13.24 | 12.03 | 31.69 | 30.15 | 31.58 | 64.79 | 56.62 | 56.39 |
| Grade 4 | 1.68 | 5.65 | 13.08 | 15.97 | 41.94 | 34.62 | 82.35 | 52.42 | 52.31 |
| Grade 5 | 3.31 | 5.79 | 7.81 | 15.89 | 32.23 | 28.13 | 80.79 | 61.98 | 64.06 |
| Grade 6 | 2.11 | 2.07 | 2.65 | 11.97 | 16.55 | 22.12 | 85.92 | 81.38 | 75.22 |
| Grade 7 | 4.55 | 0.75 | 1.64 | 36.36 | 16.54 | 18.85 | 59.09 | 82.71 | 79.51 |
| Grade 8 | 5.22 | 3.94 | 3.15 | 25.22 | 25.20 | 17.32 | 69.57 | 70.87 | 79.53 |
| All Grades | 3.37 | 5.22 | 6.91 | 22.72 | 26.72 | 25.63 | 73.91 | 68.07 | 67.46 |

| Problem Solving & Modeling/Data Analysis<br>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 | 1.41 | 8.82 | 10.53 | 38.03 | 38.24 | 42.86 | 60.56 | 52.94 | 46.62 |
| Grade 4 | 4.20 | 4.84 | 10.00 | 30.25 | 46.77 | 40.00 | 65.55 | 48.39 | 50.00 |
| Grade 5 | 0.66 | 3.31 | 7.03 | 27.15 | 38.02 | 38.28 | 72.19 | 58.68 | 54.69 |
| Grade 6 | 0.70 | 0.69 | 0.88 | 26.76 | 32.41 | 36.28 | 72.54 | 66.90 | 62.83 |
| Grade 7 | 3.79 | 1.50 | 2.46 | 47.73 | 31.58 | 34.43 | 48.48 | 66.92 | 63.11 |
| Grade 8 | 6.09 | 10.24 | 1.57 | 33.91 | 46.46 | 29.13 | 60.00 | 43.31 | 69.29 |
| All Grades | 2.62 | 4.83 | 5.58 | 33.83 | 38.68 | 36.92 | 63.55 | 56.49 | 57.50 |

| Communicating Reasoning<br>Demonstrating ability to support mathematical conclusions | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| **Grade Level** | **% Above Standard** | | | **% At or Near Standard** | | | **% Below Standard** | | |
| | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** | **16-17** | **17-18** | **18-19** |
| Grade 3 | 1.41 | 7.35 | 11.28 | 45.07 | 50.00 | 50.38 | 53.52 | 42.65 | 38.35 |
| Grade 4 | 2.52 | 7.26 | 13.08 | 36.13 | 54.03 | 42.31 | 61.34 | 38.71 | 44.62 |
| Grade 5 | 1.32 | 4.13 | 2.34 | 30.46 | 48.76 | 46.88 | 68.21 | 47.11 | 50.78 |
| Grade 6 | 2.11 | 2.07 | 2.65 | 27.46 | 31.03 | 38.94 | 70.42 | 66.90 | 58.41 |
| Grade 7 | 2.27 | 3.01 | 0.82 | 55.30 | 44.36 | 44.26 | 42.42 | 52.63 | 54.92 |
| Grade 8 | 4.35 | 3.15 | 1.57 | 46.96 | 48.82 | 41.73 | 48.70 | 48.03 | 56.69 |
| All Grades | 2.25 | 4.45 | 5.44 | 39.83 | 45.80 | 44.22 | 57.93 | 49.75 | 50.33 |

**Conclusions based on this data:**

Overall CAASPP scores from pervious years indicated little movement among levels. Math has been an area of focus over the past two years. The percentage of students below standard in each of the claims was declining in grades 3-6, but was still significant. Grades 3-5 made slight increases in the percentage of students above standard in at least 2 of the claims. The percentage of students at the Met/Exceeded level was consistently declining in the middle grades for both cohort and grade level data. After reviewing the CAASPP trends and the STAR data, teachers in the primary grades are working to ensure all students have strong basic number sense foundation. A strong number sense foundation will help students as they face more complex problems in the upper grades. We are also working on writing in math and problem solving in all grades with increasing levels in the upper grades. Without CAASPP data from last year, grade level teams have been reviewing local assessment data (STAR and classroom data) to guide actions this year. The Fall data from last year indicated greater number of students scoring in the level 3 and level 4 bands than this year. However, a comparison of the STAR math assessment results from Fall to Winter of last year indicated significant growth in grades 1 - 5. Teachers in the primary grades continue to focus on building strong number sense and math mindset for students. All grade levels will continue to focus on strong first instruction, building academic vocabulary and writing in math to recover the gains we were making in math prior to the school closure.

# School and Student Performance Data

## ELPAC Results

| ELPAC Summative Assessment Data<br>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 | | 1410.0 | | 1419.8 | | 1386.9 | | 101 |
| Grade 1 | | 1436.8 | | 1446.2 | | 1426.7 | | 101 |
| Grade 2 | | 1485.5 | | 1483.8 | | 1486.7 | | 88 |
| Grade 3 | | 1480.3 | | 1470.5 | | 1489.6 | | 68 |
| Grade 4 | | 1514.1 | | 1501.7 | | 1526.2 | | 73 |
| Grade 5 | | 1533.2 | | 1521.1 | | 1544.7 | | 38 |
| Grade 6 | | 1524.2 | | 1511.9 | | 1536.0 | | 30 |
| Grade 7 | | 1527.7 | | 1516.2 | | 1538.7 | | 37 |
| Grade 8 | | 1553.1 | | 1531.0 | | 1574.6 | | 22 |
| All Grades | | | | | | | | 558 |

| Overall Language<br>Percentage of Students at Each Performance Level for All Students | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 5.94 | | 33.66 | | 43.56 | | 16.83 | | 101 |
| 1 | | 4.95 | | 21.78 | | 50.50 | | 22.77 | | 101 |
| 2 | | 17.05 | | 37.50 | | 36.36 | | 9.09 | | 88 |
| 3 | | 2.94 | | 44.12 | | 39.71 | | 13.24 | | 68 |
| 4 | | 20.55 | | 47.95 | | 26.03 | | 5.48 | | 73 |
| 5 | | 23.68 | | 47.37 | | 28.95 | | 0.00 | | 38 |
| 6 | | 10.00 | | 43.33 | | 40.00 | | 6.67 | | 30 |
| 7 | | 5.41 | | 54.05 | | 37.84 | | 2.70 | | 37 |
| 8 | | 13.64 | | 68.18 | | 18.18 | | 0.00 | | 22 |
| All Grades | | 10.75 | | 39.43 | | 38.35 | | 11.47 | | 558 |

| 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 | | 8.91 | | 37.62 | | 34.65 | | 18.81 | | 101 |
| 1 | | 10.89 | | 34.65 | | 35.64 | | 18.81 | | 101 |
| 2 | | 29.55 | | 39.77 | | 23.86 | | 6.82 | | 88 |
| 3 | | 10.29 | | 48.53 | | 25.00 | | 16.18 | | 68 |
| 4 | | 28.77 | | 52.05 | | 15.07 | | 4.11 | | 73 |
| 5 | | 39.47 | | 50.00 | | 7.89 | | 2.63 | | 38 |
| 6 | | 20.00 | | 46.67 | | 26.67 | | 6.67 | | 30 |
| 7 | | 13.51 | | 59.46 | | 21.62 | | 5.41 | | 37 |
| 8 | | 27.27 | | 45.45 | | 27.27 | | 0.00 | | 22 |
| All Grades | | 19.00 | | 43.73 | | 25.99 | | 11.29 | | 558 |

| Written Language Percentage of Students at Each Performance Level for All Students | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| Grade Level | Level 4 | | Level 3 | | Level 2 | | Level 1 | | Total Number of Students | |
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 3.96 | | 24.75 | | 56.44 | | 14.85 | | 101 |
| 1 | | 1.98 | | 16.83 | | 41.58 | | 39.60 | | 101 |
| 2 | | 13.64 | | 34.09 | | 22.73 | | 29.55 | | 88 |
| 3 | | 1.47 | | 27.94 | | 52.94 | | 17.65 | | 68 |
| 4 | | 13.70 | | 32.88 | | 38.36 | | 15.07 | | 73 |
| 5 | | 2.63 | | 34.21 | | 60.53 | | 2.63 | | 38 |
| 6 | | 3.33 | | 30.00 | | 50.00 | | 16.67 | | 30 |
| 7 | | 5.41 | | 27.03 | | 51.35 | | 16.22 | | 37 |
| 8 | | 18.18 | | 45.45 | | 31.82 | | 4.55 | | 22 |
| All Grades | | 6.63 | | 28.14 | | 44.27 | | 20.97 | | 558 |

## 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 | | 9.90 | | 78.22 | | 11.88 | | 101 |
| 1 | | 34.65 | | 56.44 | | 8.91 | | 101 |
| 2 | | 28.41 | | 67.05 | | 4.55 | | 88 |
| 3 | | 7.35 | | 72.06 | | 20.59 | | 68 |
| 4 | | 24.66 | | 67.12 | | 8.22 | | 73 |
| 5 | | 15.79 | | 81.58 | | 2.63 | | 38 |
| 6 | | 23.33 | | 50.00 | | 26.67 | | 30 |
| 7 | | 8.11 | | 72.97 | | 18.92 | | 37 |
| 8 | | 18.18 | | 72.73 | | 9.09 | | 22 |
| All Grades | | 20.25 | | 68.46 | | 11.29 | | 558 |

## 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 | | 14.85 | | 54.46 | | 30.69 | | 101 |
| 1 | | 3.96 | | 66.34 | | 29.70 | | 101 |
| 2 | | 27.27 | | 59.09 | | 13.64 | | 88 |
| 3 | | 22.06 | | 60.29 | | 17.65 | | 68 |
| 4 | | 36.99 | | 57.53 | | 5.48 | | 73 |
| 5 | | 68.42 | | 26.32 | | 5.26 | | 38 |
| 6 | | 30.00 | | 66.67 | | 3.33 | | 30 |
| 7 | | 29.73 | | 64.86 | | 5.41 | | 37 |
| 8 | | 36.36 | | 63.64 | | 0.00 | | 22 |
| All Grades | | 24.91 | | 58.24 | | 16.85 | | 558 |

## Reading Domain
### Percentage of Students by Domain Performance Level for All Students

| Grade Level | Well Developed | | Somewhat/Moderately | | Beginning | | Total Number of Students | |
|---|---|---|---|---|---|---|---|---|
| | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 | 17-18 | 18-19 |
| K | | 0.99 | | 85.15 | | 13.86 | | 101 |
| 1 | | 7.92 | | 52.48 | | 39.60 | | 101 |
| 2 | | 15.91 | | 57.95 | | 26.14 | | 88 |
| 3 | | 2.94 | | 54.41 | | 42.65 | | 68 |
| 4 | | 10.96 | | 65.75 | | 23.29 | | 73 |
| 5 | | 10.53 | | 81.58 | | 7.89 | | 38 |
| 6 | | 3.33 | | 43.33 | | 53.33 | | 30 |
| 7 | | 8.11 | | 48.65 | | 43.24 | | 37 |
| 8 | | 22.73 | | 63.64 | | 13.64 | | 22 |
| All Grades | | 8.24 | | 62.90 | | 28.85 | | 558 |

## 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 | | 31.68 | | 45.54 | | 22.77 | | 101 |
| 1 | | 1.98 | | 60.40 | | 37.62 | | 101 |
| 2 | | 12.50 | | 62.50 | | 25.00 | | 88 |
| 3 | | 4.41 | | 86.76 | | 8.82 | | 68 |
| 4 | | 19.18 | | 72.60 | | 8.22 | | 73 |
| 5 | | 26.32 | | 73.68 | | 0.00 | | 38 |
| 6 | | 53.33 | | 43.33 | | 3.33 | | 30 |
| 7 | | 5.41 | | 94.59 | | 0.00 | | 37 |
| 8 | | 0.00 | | 100.00 | | 0.00 | | 22 |
| All Grades | | 16.13 | | 66.67 | | 17.20 | | 558 |

**Conclusions based on this data:**

With the difference in the ELPAC over the past two years and the lack of data from last year, comparisons in data are difficult. However, students were making growth as indicated by the increase in thee percentage of students at levels 3 and 4.

# 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** |
| **1119** | **91.2** | **60.6** | This is the percent of students whose well-being is the responsibility of a court. |
| 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. | |

| 2018-19 Enrollment for All Students/Student Group | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **English Learners** | 678 | 60.6 |
| **Homeless** | 23 | 2.1 |
| **Socioeconomically Disadvantaged** | 1021 | 91.2 |
| **Students with Disabilities** | 93 | 8.3 |

| Enrollment by Race/Ethnicity | | |
|---|---|---|
| **Student Group** | **Total** | **Percentage** |
| **African American** | 7 | 0.6 |
| **Asian** | 1 | 0.1 |
| **Filipino** | 4 | 0.4 |
| **Hispanic** | 1088 | 97.2 |
| **Two or More Races** | 3 | 0.3 |
| **White** | 16 | 1.4 |

**Conclusions based on this data:**

Our enrollment remained consistent last year and should be consistent this year with the percentage of English Learners and SED students. Our focus on providing strong first instruction and building relationships with students will continue to support EL and SED students as well as foster youth, homeless, and students with disabilities. The percentage of students with disabilities has remained consistent over the past few years with a slight increase over the past two years.

# School and Student Performance Data

## Overall Performance

| 2019 Fall Dashboard Overall Performance for All Students |
|:---:|

| Academic Performance | Academic Engagement | Conditions & Climate |
|:---:|:---:|:---:|
| **English Language Arts**<br>Yellow | **Chronic Absenteeism**<br>Yellow | **Suspension Rate**<br>Orange |
| **Mathematics**<br>Orange | | |

**Conclusions based on this data:**

As a K-8, we have been focusing a lot on building a strong school culture, along with teaching and learning, to address both the academic and social-emotional needs of students.  We have made slight increases in both ELA and Math; however, there continues to be a lot of need in all areas.  The increases in math made in the primary grades is negated by decreases as students move into the upper grades.  We are working to address this decline by building a strong number sense and foundational understanding of math concepts int he primary grades so that students are better able to understand more complex concepts as students enter the upper grades. The chronic absenteeism and suspension rate contribute to this decline.  We will focus on continued growth throughout the grade levels.
English language arts for all student groups is also an area of need.

# School and Student Performance Data

## Academic Performance
## English Language Arts

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard English Language Arts Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 1 | 3 | 0 | 0 |

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

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

| **All Students** | **English Learners** | **Foster Youth** |
|---|---|---|
| Yellow | Yellow | No Performance Color |
| 45 points below standard | 49.5 points below standard | 0 Students |
| Increased ++4.4 points | Increased ++3.5 points | |
| 743 | 589 | |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|---|---|---|
| No Performance Color | Yellow | Orange |
| 92.5 points below standard | 45.5 points below standard | 132.5 points below standard |
| Declined Significantly -17.9 points | Increased ++3.9 points | Increased ++4.4 points |
| 17 | 692 | 73 |

| 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | 0 Students | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| 7 | | 1 | 1 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 44.4 points below standard | 0 Students | 0 Students | Less than 11 Students - Data Not Displayed for Privacy |
| Increased ++4 points | | | |
| 727 | | | 7 |

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** |
| 91.3 points below standard | 16.2 points below standard | 50.4 points below standard |
| Declined -3.2 points | Maintained ++2.5 points | Increased ++11.8 points |
| 261 | 328 | 98 |

**Conclusions based on this data:**

Students in each of the subgroups increased the average scaled score with English Learners making the most gains; however, current ELs continue to be a subgroup that is furthest below standard.  We are reclassifying students in grades 4 and 5 and have a lot of work to do with our LTELs to decrease the points below standard for this subgroup and increase achievement.  Students with disabilities increased in average scale score, but are still significantly below standard.  Strong first instruction with high rigor in conjunction with targeted ELD in all grades, will help to decrease the points below standard.  Targeted intervention for LTELs is also needed to move students in this group.
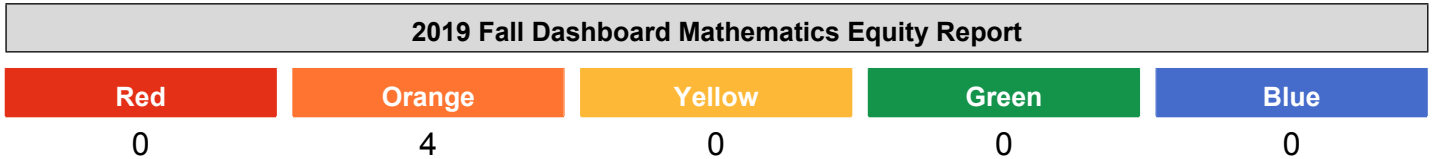
# School and Student Performance Data

## Academic Performance
## Mathematics

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

| Lowest Performance | | | | | Highest Performance |
|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Mathematics Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 4 | 0 | 0 | 0 |

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

### 2019 Fall Dashboard Mathematics Performance for All Students/Student Group

| All Students | English Learners | Foster Youth |
|---|---|---|
| Orange | Orange | |
| 87.2 points below standard | 87.8 points below standard | |
| Maintained ++0.9 points | Maintained ++0.2 points | |
| 741 | 587 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| No Performance Color | Orange | Orange |
| 93.7 points below standard | 88.6 points below standard | 161.9 points below standard |
| Declined Significantly -26.6 points | Maintained -0.1 points | Increased ++5.3 points |
| 17 | 690 | 73 |

## 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| 7 | | 1 | 1 |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Orange | | | No Performance Color |
| 86.7 points below standard | | | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained ++0.7 points | | | |
| 725 | | | 7 |

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 |
|---|---|---|
| 111.5 points below standard | 68.8 points below standard | 100.5 points below standard |
| Maintained -2.6 points | Maintained -1.1 points | Increased ++9.1 points |
| 261 | 326 | 98 |

**Conclusions based on this data:**

All students and significant subgroups made minimal gains in math and continue to be significantly below standard. Even with the smallest point gain, RFEP students continue to have the lowest distance from met. A focus on number sense, problem solving and writing in math will support growth for all subgroups.

# School and Student Performance Data

## Academic Performance
## English Learner Progress

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

| 2019 Fall Dashboard English Learner Progress Indicator |
|---|

| English Learner Progress |
|---|
|  |
| No Performance Color |
| 48.3 making progress towards English language proficiency |
| Number of EL Students: 453 |
| Performance Level: Medium |
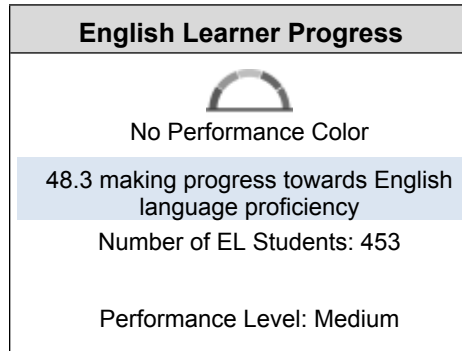
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

| 2019 Fall Dashboard Student English Language Acquisition Results | | | |
|---|---|---|---|
| Decreased One ELPI Level | Maintained ELPI Level 1, 2L, 2H, 3L, or 3H | Maintained ELPI Level 4 | Progressed At Least One ELPI Level |
| 19.8 | 31.7 | 2.2 | 46.1 |

**Conclusions based on this data:**

We have made gains in English Learner Progress with the majority of students scoring at level 3 or 4. After reclassifiying students, there is a number of students in the upper grades who remain at levels 1, 2 or 3 and need to be moved to a level 4 in order to meet reclassification criteria. Overall, the students are doing well in the listening and speaking subtests, but continue to need support in the areas of reading writing to move to levels 3 and 4. A schoolwide focus on writing across the curriculum will support English Learners along with targeted ELD in all grades.

# 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.

| 2019 Fall Dashboard College/Career Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
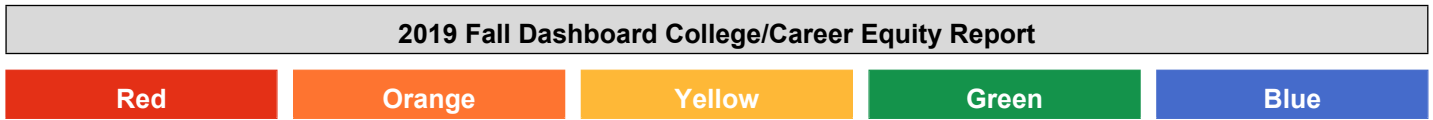
This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

| 2019 Fall Dashboard College/Career for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard College/Career by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

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

| 2019 Fall Dashboard College/Career 3-Year Performance |
|---|

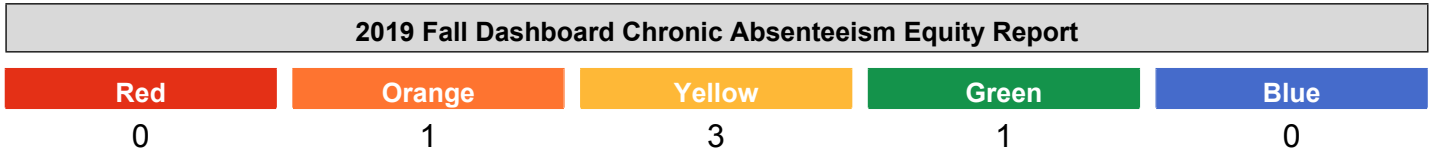| Class of 2017 | Class of 2018 | Class of 2019 |
|---|---|---|
| Prepared | Prepared | Prepared |
| Approaching Prepared | Approaching Prepared | Approaching Prepared |
| Not Prepared | Not Prepared | Not Prepared |

**Conclusions based on this data:**

N/A

# School and Student Performance Data

## Academic Engagement
## Chronic Absenteeism

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |
|---|---|---|---|---|---|---|

This section provides number of student groups in each color.

| 2019 Fall Dashboard Chronic Absenteeism Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|
| 0 | 1 | 3 | 1 | 0 |

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

| 2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Yellow | Orange | No Performance Color |
| 6.7 | 6.3 | Less than 11 Students - Data Not Displayed for Privacy |
| Maintained +0.3 | Increased +1.4 | 0 |
| 1143 | 702 | |

| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |
|---|---|---|
| Yellow | Yellow | Green |
| 19.4 | 7 | 3.5 |
| Declined -14 | Maintained +0.4 | Declined -3.8 |
| 31 | 1055 | 114 |

| 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity | | | |
|---|---|---|---|
| **African American** | **American Indian** | **Asian** | **Filipino** |
| No Performance Color | No Performance Color | No Performance Color | No Performance Color |
| Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy |
| 7 | 0 | 1 | 4 |
| **Hispanic** | **Two or More Races** | **Pacific Islander** | **White** |
| Yellow | No Performance Color | No Performance Color | No Performance Color |
| 6.5 | Less than 11 Students - Data Not Displayed for Privacy | Less than 11 Students - Data Not Displayed for Privacy | 12.5 |
| Maintained +0.4 | 3 | 0 | Declined -11.3 |
| 1112 | | | 16 |

**Conclusions based on this data:**

The percentage of students chronically absent is consistent across all subgroups with slight increases in all but English Learners. With a new ORC last year, we put in place consistent attendance programs to decrease these percentages and increase student attendance. The correlation between absenteeism and student academic performance is addressed at parent meetings and with students individually. The move to distance learning seems to have affected students with chronic absenteeism most. Our school counselor, ORC, office staff, teachers and admin are working to reduce the negative effects for these students and get them to engage online. We are also continuing to identify the reasons for absences (both during in person and distance learning) and working with families to remove obstacles to attendance.

# School and Student Performance Data

## Academic Engagement
## Graduation Rate

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

| Lowest Performance | Red | Orange | Yellow | Green | Blue | Highest Performance |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Graduation Rate Equity Report |
|---|

| Red | Orange | Yellow | Green | Blue |
|---|---|---|---|---|

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

| 2019 Fall Dashboard Graduation Rate for All Students/Student Group |
|---|

| All Students | English Learners | Foster Youth |
|---|---|---|
| Homeless | Socioeconomically Disadvantaged | Students with Disabilities |

| 2019 Fall Dashboard Graduation Rate by Race/Ethnicity |
|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| Hispanic | Two or More Races | Pacific Islander | White |

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

| 2019 Fall Dashboard Graduation Rate by Year |
|---|

| 2018 | 2019 |
|---|---|

**Conclusions based on this data:**

N/A

# School and Student Performance Data

## Conditions & Climate
## Suspension Rate
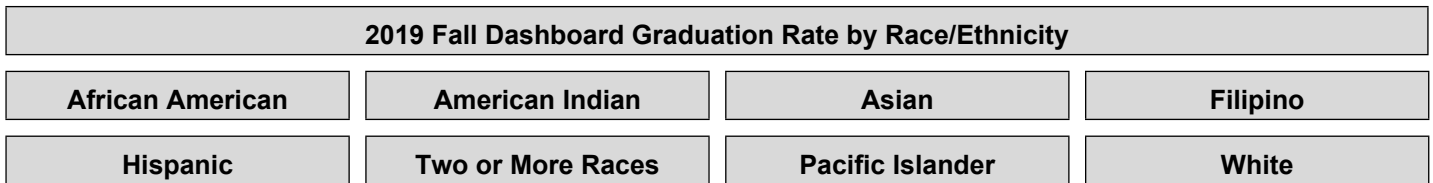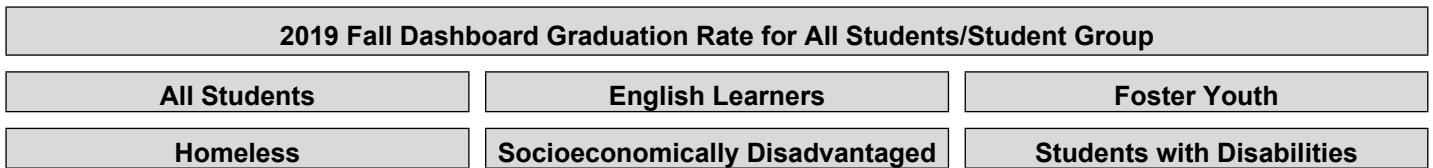
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

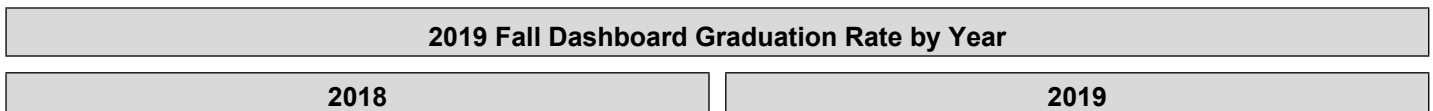| Lowest Performance | | | | | | Highest Performance |
|---|---|---|---|---|---|---|
| | Red | Orange | Yellow | Green | Blue | |

This section provides number of student groups in each color.

| 2019 Fall Dashboard Suspension Rate Equity Report | | | | |
|---|---|---|---|---|
| **Red** | **Orange** | **Yellow** | **Green** | **Blue** |
| 0 | 4 | 0 | 1 | 0 |
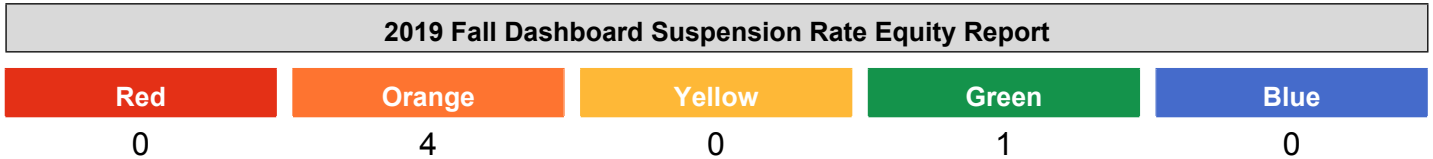
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

| 2019 Fall Dashboard Suspension Rate for All Students/Student Group | | |
|---|---|---|

| **All Students** | **English Learners** | **Foster Youth** |
|---|---|---|
| Orange | Orange | |
| 3.2 | 2.8 | |
| Increased +1.5 | Increased +1.4 | |
| 1173 | 714 | |

| **Homeless** | **Socioeconomically Disadvantaged** | **Students with Disabilities** |
|---|---|---|
| Orange | Orange | Green |
| 3.1 | 3.4 | 2.6 |
| Increased +3.1 | Increased +1.7 | Declined -0.5 |
| 32 | 1079 | 117 |

| 2019 Fall Dashboard Suspension Rate by Race/Ethnicity | | | |
|---|---|---|---|

| African American | American Indian | Asian | Filipino |
|---|---|---|---|
| No Performance Color | | No Performance Color | No Performance Color |
| Less than 11 Students - Data | | Less than 11 Students - Data | Less than 11 Students - Data |
| 8 | | 1 | 5 |

| Hispanic | Two or More Races | Pacific Islander | White |
|---|---|---|---|
| Orange | No Performance Color | | No Performance Color |
| 3.2 | Less than 11 Students - Data | | 5.9 |
| | 3 | | |
| Increased +1.6 | | | Increased +1.1 |
| 1139 | | | 17 |

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

| 2019 Fall Dashboard Suspension Rate by Year | | |
|---|---|---|
| **2017** | **2018** | **2019** |
| | 1.7 | 3.2 |

**Conclusions based on this data:**

The suspension rate has fluctuated over the past few years with slight increases recently with corresponding increases in each subgroup. Our work on school culture, PBIS and restorative justice has decreased the number of office referrals for suspendable offenses over the past two years. However, some of the issues that do come to the office have been previously addressed with other consequences and do require suspension. Unfortunately, the increase in vaping and other activities among middle school students has contributed to this increase. This topic has been addressed with parent groups through ELAC and Coffee with Us/ Cafe con Nosotros meetings and with students in their classes.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Language Arts and Math

## LEA/LCAP Goal

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

# Goal 1

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

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Kindergarten: Percentage of students achieving High Growth as measured by the student growth percentile on STAR 360 Early Literacy Assessment<br>Grade 1: Percentage of students achieving High Growth as measured by the student growth percentile on the STAR 360 Early Literacy Assessment and Math Assessment<br>Grade 2: Percentage of students achieving High Growth as measured by the student growth percentile on the STAR 360 Early Literacy Assessment and Math Assessment<br>Grades 3-8: Percentage of students at Met/Exceeded level on ELA and Math CAASPP. Percentage of students achieving High Growth as | Kindergarten:33% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment<br><br>Grade 1: 43% at/above CAASPP benchmark level on STAR 360 Early Literacy Assessment<br>72% at/above CAASPP benchmark level on STAR 360 Math<br><br>Grade 2: 36% at/above CAASPP benchmark level on STAR 360 Reading<br>37% at/above CAASPP benchmark level on STAR 360 Math<br><br>2019 CAASPP Data:<br>Grade 3: 28% met/exceeded ELA CAASPP<br>27% met/exceeded Math CAASPP | Kindergarten: As measured by the STAR 360 Early Literacy Test, each class will have a student growth percentile of 66 or more.<br>Grades 1 and 2: As measured by the STAR 360 Early Literacy Test and STAR 360 Math Test, each class will have a student growth percentile of 66 or more.<br><br>Grades 3 - 8:<br>ELA: The percentage of students scoring at the met/exceeded standards on the ELA CAASPP will increase by 5 percentage points. As measured by the STAR 360 Reading Test, each class will have a student growth percentile of 66 or more.<br><br>Math: The percentage of students scoring at the |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| measured by the student growth percentile on the STAR 360 Reading and Math assessments. | Grade 4 30% met/exceeded ELA CAASPP<br>32% met/exceeded Math CAASPP<br><br>Grade 5 37% met/exceeded ELA CAASPP<br>17% met/exceeded Math CAASPP<br><br>Grade 6 33% met/exceeded ELA CAASPP<br>9% met/exceeded Math CAASPP<br><br>Grade 7 34% met/exceeded ELA CAASPP<br>6% met/exceeded Math CAASPP<br><br>Grade 8 25% met/exceeded ELA CAASPP<br>8% met/exceeded Math CAASPP | met/exceeded standards on the math CAASPP will increase by 5 percentage points. As measured by the STAR 360 Math Test, each class will have a student growth percentile of 66 or more.<br><br>English Learners in Grades 3-8: Decrease the percentage of students in the Not Met and Nearly Met levels on the CAASPP by 5 percentage points.<br>English Learners in Grades 4:8: Increase EL Reclassification rate by at least 5%.<br><br>This goal pertains to all students including the following subgroups: English Learners, Migrant Students, Special Education, SED, and Hispanic. |

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 engage in PLC meetings four times/month. The focus for these meetings will be on the identified school goals of consistent, standards-based lessons with high rigor and progress monitoring using common formative assessments and STAR 360 data. Teachers will plan instruction, build common formative assessments, analyze data, monitor student progress and develop interventions as needed. Grade-level leadership team representatives will facilitate PLC meetings.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

## 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

Provide additional opportunities for collaboration between teachers.  Focus will be on planning for strong first instruction, improving instructional strategies, and rigor in the classroom.

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

Amount(s)

Source(s)

11965

LCFF - Targeted
0001-0999: Unrestricted: Locally Defined
Teacher hourly rate for extra hours

## 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

Purchase materials to support implementation of the California State Standards, strong first instruction, support our strand focus (Technology and art) and provide targeted intervention and/or enrichment opportunities for students during in-school interventions.

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

Amount(s)

Source(s)

| | |
|---|---|
| 6863 | LCFF - Intervention<br>4000-4999: Books And Supplies<br>Cost of books and materials |
| 11215 | Discretionary<br>4000-4999: Books And Supplies<br>Cost of materials |
| 1000 | LCFF - Targeted<br>4000-4999: Books And Supplies<br>Materials for art strand |
| 3000 | LCFF - Targeted<br>4000-4999: Books And Supplies<br>Materials for electives |
| 5621 | LCFF - Targeted<br>4000-4999: Books And Supplies<br>Cost of books and materials |
| 2038 | Title I<br>4000-4999: Books And Supplies<br>Cost of materials |

## Strategy/Activity 4

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

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

| |
|---|
| All students in biliteracy program |

Strategy/Activity

| |
|---|
| Students in biliteracy program will learn to speak, read, and write in the targeted languages of Spanish and English in K-6. |

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 10982 | LCFF - Targeted<br>4000-4999: Books And Supplies<br>Books and materials to support implementation of DLI units and biliteracy in upper grades |
| 11214 | Title III<br>2000-2999: Classified Personnel Salaries<br>Extra time for paraprofessional support in Kindergarten DLI classes |

## 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

Administer progress monitoring and benchmark assessments throughout the year (including STAR 360 Reading and math, curriculum-based assessments, common formative assessments, and interim assessment blocks).  Analyze data and adjust interventions as needed.

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

Amount(s)                                                    Source(s)

# 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

Teachers will use adopted curriculum in ELA, SLA, ELD 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<br>4000-4999: Books And Supplies<br>Curriculum |

# 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

Purchase materials to support instruction and to maintain facilities to ensure a safe learning environment 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) |
|---|---|
| 31000 | Discretionary<br>4000-4999: Books And Supplies<br>Cost of supplies and equipment |
| 3500 | Discretionary<br>5000-5999: Services And Other Operating Expenditures<br>Maintenance agreements |
| 2000 | Discretionary<br>5700-5799: Transfers Of Direct Costs<br>Cost for publications materials |
| 1500 | Discretionary<br>5800: Professional/Consulting Services And Operating Expenditures<br>Service agreements |
| 3000 | Discretionary<br>4000-4999: Books And Supplies<br>Cost of supplies |

## 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 English Learners

Strategy/Activity

Conduct diagnostic assessment for intensive readers and English Learners and provide small group intervention in grades K-8.

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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<br>1000-1999: Certificated Personnel Salaries<br>Cost of personnel (Intervention Service Provider) |
| 28716 | Title I<br>1000-1999: Certificated Personnel Salaries |

| | Cost of personnel (Intervention Service Provider) |
|---|---|

## 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 and English Learners |
|---|

Strategy/Activity
| Provide extended learning opportunities for targeted intervention and/or enrichment for students in ELA and/or math in grades 1-8. |
|---|

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

| Amount(s) | Source(s) |
|---|---|
| 26323 | LCFF - Intervention<br>1000-1999: Certificated Personnel Salaries<br>Teacher hourly salary for tutoring |
| 8974 | Title III<br>1000-1999: Certificated Personnel Salaries<br>Teacher hourly salary for tutoring |
| 8824 | Title I<br>1000-1999: Certificated Personnel Salaries<br>Teacher hourly salary for tutoring |

## 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 English Learners |
|---|

Strategy/Activity
| Provide software programs to all students for differentiated learning opportunities (ex. IXL and BrainPop) |
|---|

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

| Amount(s) | Source(s) |
|---|---|
| 25000 | LCFF - Targeted |

| | 5800: Professional/Consulting Services And Operating Expenditures Cost of agreements |
|---|---|

## 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

Conduct student monitoring conferences with teachers to address student learning needs and identify students who are at risk of not meeting grade level goals and additional supports to address 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)

## 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

Conduct meetings with student study and Section 504 teams to review cases of students who are not demonstrating sufficient progress on grade level standards and/or students who need additional behavior support.

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

Amount(s)                                      Source(s)

| 3618 | LCFF - Targeted 1000-1999: Certificated Personnel Salaries Floating substitute to release teachers to meet during SST meetings. |
|---|---|
| 2174 | LCFF - Intervention 4000-4999: Books And Supplies Purchase materials (flexible seating, core discs, sensory items, etc.) to provide individualized |

| | support based on the needs identified through MTSS model |
|---|---|
| 3000 | LCFF - Intervention<br>4000-4999: Books And Supplies<br>Incentives to improve student attendance. |
| 3000 | LCFF - Intervention<br>4000-4999: Books And Supplies<br>Incentives to improve student academic performance. |
| 1795 | Discretionary<br>1000-1999: Certificated Personnel Salaries<br>Cost of substitutes to release teachers to meet during meetings |
| | Centralized Services<br>1000-1999: Certificated Personnel Salaries<br>Cost of Counselor |
| | Centralized Services<br>2000-2999: Classified Personnel Salaries<br>Cost of Outreach Consultant |

## 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

| Provide access to and encourage participation in Accelerated Reader Renaissance 360, Lexia Core5/Power UP, and ST Math for all students. |
|---|

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| | District Funded<br>5000-5999: Services And Other Operating Expenditures<br>Cost of programs |
| | 4000-4999: Books And Supplies<br>Cost of academic incentives (see action #12) |
| | Centralized Services<br>2000-2999: Classified Personnel Salaries<br>Cost of computer technician |

## Strategy/Activity 14

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

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

All Students

Strategy/Activity

Provide additional support for small group intervention in grades 1 and 2.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 36512 | Title I<br>2000-2999: Classified Personnel Salaries<br>Paraprofessional support |

## 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.

Special Education

Strategy/Activity

Conduct IEP meetings including transition meetings for students into kindergarten and students transitioning from 8th grade to high school..  Floating substitute to release general education teacher and special education teacher to conduct IEP meetings.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| 8347 | LCFF - Targeted<br>1000-1999: Certificated Personnel Salaries<br>Cost of substitutes |

## 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 and English Learners

Strategy/Activity

Support the AVID program with tutors, materials, and field trips in grades 7-8. In the event that in-person field trips are not available this year, virtual field trip options will be explored and scheduled.

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

| Amount(s) | Source(s) |
|---|---|
| 11736 | Title I<br>2000-2999: Classified Personnel Salaries<br>Cost of AVID tutors |
| 1000 | Discretionary<br>4000-4999: Books And Supplies<br>Materials for AVID classes |
| 1000 | LCFF - Targeted<br>5700-5799: Transfers Of Direct Costs<br>Buses for field trips for AVID students |
| 1435 | LCFF - Targeted<br>1000-1999: Certificated Personnel Salaries<br>Teacher rate for extra hours for AVID coordinator |

## 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

Provide MyON program to all students to download books for independent reading at home and 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) |
|---|---|
| | District Funded<br>5000-5999: Services And Other Operating Expenditures<br>MyOn program |

## Strategy/Activity 18

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

All Students

Strategy/Activity

Conduct Leadership Team meetings at least once/month to plan for upcoming PLC meetings; develop protocols for data analysis, taking assessments, planning instruction, etc.; discuss effective instructional strategies and strategies to improve rigor in the classroom.  Leadership representatives will facilitate PLC meetings.

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

| Amount(s) | Source(s) |
|---|---|
|  | 1000-1999: Certificated Personnel Salaries Teacher hourly rate for extra hours as needed (see action #2). |

# Strategy/Activity 19
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Teachers will use ELPAC and local assessment data to group students for daily ELD instruction during PLC meetings.

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

Amount(s)                                              Source(s)

# Strategy/Activity 20
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Monitor implementation of ELD and support teachers in planning for standards-based ELD instruction.

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

Amount(s)                                            Source(s)

## 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.

English Learners

Strategy/Activity

Provide extended learning opportunities for LTELs in grades 6-8.

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

Amount(s)                                            Source(s)

| 8974 | Title III<br>1000-1999: Certificated Personnel Salaries<br>Teacher hourly salary for tutoring |

## 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

Provide enrichment opportunities for students to expand on or introduce subjects and concepts taught in the classroom (assemblies and field trips).  In the case that in-person field trips are not an option this year, teachers will explore virtual field trips to support student learning.

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

Amount(s)                                            Source(s)

| 10500 | LCFF - Targeted |

| | 5800: Professional/Consulting Services And Operating Expenditures<br>Entrance fees for field trips |
|---|---|
| 7000 | LCFF - Targeted<br>5700-5799: Transfers Of Direct Costs<br>Transportation costs for field trips |

## 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

| Provide professional development for teachers at conferences and through Canvas leads at each school for technology support in 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) |
|---|---|
| 12562 | Title I<br>5000-5999: Services And Other Operating Expenditures<br>Conference/training registration and fees |

## Strategy/Activity 24
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

| All students in biliteracy program |
|---|

Strategy/Activity

| Conduct DLI meetings at least once/month to support teachers in the biliteracy program. Collaboration meetings will focus on implementation questions, planning for upcoming units, and identification of resources needed. |
|---|

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

| Amount(s) | Source(s) |
|---|---|
| | |

| | 1000-1999: Certificated Personnel Salaries Teacher hourly rate (see action #2). |
|---|---|

## Strategy/Activity 25

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

All Students in Grades 6-8

Strategy/Activity

Instructional Specialists at the district level will support math and science instruction in grades 6-8.  They will support implementation of instructional strategies, skills and content by attending professional development with teachers, modeling lessons, providing release time for teachers to observe other teachers and facilitating Professional Learning Communities (PLC) to improve teaching and learning, to increase student achievement based on the performance indicators on the Dashboard.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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<br>1000-1999: Certificated Personnel Salaries Instructional Specialist |

## 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.

Homeless, Foster and Migrant Students

Strategy/Activity

Administrators, counselors, and/or ORC will conduct home visits for students who are not connecting to classes and/or need additional support in engaging with classes during distance learning and blended instruction models.

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

| Amount(s) | Source(s) |
|---|---|
| | 1000-1999: Certificated Personnel Salaries School Counselor |

| | |
|---|---|
| | 2000-2999: Classified Personnel Salaries ORC |

## Strategy/Activity 27
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Teachers conduct meetings (virtual and in-person as needed) with students and parents to support families with issues accessing technology, linking to virtual classes, connecting to Canvas and submitting work online.

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 costs |

## 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

Administrators, counselor, and/or ORC will conduct Zoom meetings to support parents/families with students who have issues with attendance and who are not submitting work.

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

| Amount(s) | Source(s) |
|---|---|
| 1197 | Discretionary<br>1000-1999: Certificated Personnel Salaries<br>Counselor extra hours |

## 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.

Students in Grades 6-8

Strategy/Activity

Administrators will conference (via phone or Zoom) with parents and students who are receiving a D or F in one or more classes to discuss possible issues leading to low grades and provide support as needed.

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

| Amount(s) | Source(s) |
|---|---|
| | No additional costs |

## 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.

Students in Grades 6 - 8

Strategy/Activity

Administrators, counselor, and/or ORC will conduct Zoom meetings to share information with parents/families regarding grades, grade point average, and credits.  Discussion will include the negative effects poor attendance and lack of participation and work submission have on grades and credits.

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

| Amount(s) | Source(s) |
|---|---|
| | 1000-1999: Certificated Personnel Salaries Counselor extra hours (see Goal 1, Action #25) |
| | 2000-2999: Classified Personnel Salaries Cost of ORC |

## 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.

## 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.

Due to the school closure, we do not have CAASPP data to review. However, after reviewing the STAR 360 results in Fall and Winter of 2019, we found students in grades 2 - 7 were making gains in reading and students in grades 2 -6 were making gains in math.  Students in kindergarten and first grade also showed considerable growth on the STAR Early Literacy assessment between Fall and Winter of last year.  The data are very encouraging and indicate that actions put in place last year were having a positive effect on student learning.

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

Teachers have been collaborating this year to ensure that students stay engaged and learning is taking place.  Grade level PLC meetings will focus on the Cycle of Inquiry using formative assessment data to help support students. Funding has been allocated so that the collaboration can continue when we return to in person learning. The focus will continue to be on stronger first instruction with increasing depth of knowledge in lessons.  We will also focus on writing across the curriculum in all grades.  Strong writing instruction incorporates strong reading strategies and critical thinking and supports all areas of instruction.

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

In addition to the goal to increase the percentage of students in the met/exceeded band of the CAASPP, we have added the student growth percentile from the STAR 360 assessments.  This is an indicator we will be monitoring throughout the year and will help us to monitor students and their growth in all bands.  The percentage of students in the not met band has not been moving. Focusing data analysis and discussions in grade level PLC meetings will keep our attention on moving students up throughout the levels.  This will help keep discussions focused on strong first instruction, increasing rigor of lessons, and targeted interventions when needed.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Social Emotional Support and School Climate

## LEA/LCAP Goal

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

# Goal 2

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

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| Suspension rates<br>Office Referrals<br>California Healthy Kids Survey<br>Panorama Data | • 73 Office referrals for potentially suspendable offenses (through March 13, 2020)<br>• 20 Student Suspensions in 2019-2020 (through March 13, 2020)<br>• 9% of 7th grade students have used electronic cigarettes (2019 CHKS data)<br>• 4% of 7th grade students are currently using electronic cigarettes (CHKS data) | A.  Decrease the office referrals by 10%<br>B.  Decrease the suspension rate by 10%<br>C.  Build and strengthen relations with Kamala families through parent nights and community-building events.<br>D.  Reduce the percentage of students experimenting/using tobacco products 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

Implement an attendance program to encourage students to come to school every day and on time.

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

| Amount(s) | Source(s) |
|---|---|
| | District Funded<br>1000-1999: Certificated Personnel Salaries<br>Cost of ORC & Counselor (see goal #1, action #12) |

## Strategy/Activity 2
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Continue implementation of the positive behavior support model school wide.  PBIS committee will identify areas of need and opportunities to improve PBIS model.  The specific focus for this year will be on establishing common structures and continuing to implement common expectations in all areas in grades K-8.  We will also work with teachers and staff to gain a deeper understanding of STOIC and how that will support student behavior and academic learning.

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

| Amount(s) | Source(s) |
|---|---|
| | District Funded<br>1000-1999: Certificated Personnel Salaries<br>Cost of ORC & Counselor (see goal #1, action #12) |
| 1000 | LCFF - Intervention<br>4000-4999: Books And Supplies<br>Materials to support PBIS |

## 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

Purchase materials to provide individualized support and incentives for school wide positive behavior support plan and for individual students who have academic and/or behavior plans.

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

| Amount(s) | Source(s) |
|---|---|
| | 4000-4999: Books And Supplies<br>See goal 1, action #12 |

## 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

Hire campus assistants to help monitor the playground and cafeteria during recess and lunch time and monitor the school campus before school and at dismissal. The campus assistants are an integral part of the positive behavior system and safe environment for students. During distance learning, campus assistants continue to provide support to the school, students and families in various capacities including distribution of materials and support in the front office.

### Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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<br>2000-2999: Classified Personnel Salaries<br>Cost of Campus Assistants |
| 1304 | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Extra Help/Subs for campus assistants |

## 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

Provide structured activities during recess and lunch to support students in making positive choices.  During distance learning, teachers continue to work with students to provide support during class breaks so that students can stay linked and engaged for synchronous 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) | Source(s) |
|---|---|
| 1000 | LCFF - Intervention<br>4000-4999: Books And Supplies<br>Cost of recess and PE equipment |
| | 2000-2999: Classified Personnel Salaries<br>Cost of campus assistants (see action #4) |

## Strategy/Activity 6

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

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

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

All Students

Strategy/Activity

The After School Program will be offered to students in grades 1-8 and will provide enrichment for students through opportunities for collaborative learning and hands-on activities. During distance learning, the ASP continues to support students through virtual sessions.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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<br><br>Cost of program |

## 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

School administrator will meet monthly with After School Program administrator to evaluate the program and work on correlating the after school program to the regular school day programs and services.

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

| Amount(s) | Source(s) |
|---|---|
|  | No additional cost |

## Strategy/Activity 8
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Conduct fire, earthquake, and lockdown drills.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 costs |

## 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

Safety committee will review and update the Comprehensive Safe School Plan.

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
| | No additional costs |

# 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

Purchase materials to support instruction during physical education and recess to ensure a safe learning environment for the students.  PE teachers are continuing to provide instruction during distance learning and have modified instruction to support students with lessons and activities at home.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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<br>2000-2999: Classified Personnel Salaries<br>Cost of campus assistants (see action #4) |
| | LCFF - Intervention<br>4000-4999: Books And Supplies<br>Cost of equipment (see action #5) |

# 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

Administration and PBIS committee will continue to work on establishing common structures and expectations for grades K-8.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 costs |

# 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

| The school counselor will work with students to make positive choices in adverse situations. During distance learning, the counselor has been meeting with student groups virtually and with individual students to provide support with connecting to classes, making positive choices in the virtual setting, and with other issues related to distance learning as needed. |
|---|

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

| Amount(s) | Source(s) |
|---|---|
| | District Funded<br>1000-1999: Certificated Personnel Salaries<br>Cost of counselor (see goal #1, action #12) |

# 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

| 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 mentoring and professional development for the after school staff on PBIS. |
|---|

**Proposed Expenditures for this Strategy/Activity**

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

| Amount(s) | Source(s) |
|---|---|
|  | No additional costs |

## Strategy/Activity 14
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 15
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 16
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 17
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 18
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 19
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 20
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

# Strategy/Activity 21
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

# Strategy/Activity 22
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

# Strategy/Activity 23
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 24

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 25

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 26

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 27

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

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

Strategy/Activity

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

## Strategy/Activity 28
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 29
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 30
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 31

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 32

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 33

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 34

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

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

Strategy/Activity

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

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

Strategy/Activity

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

# Annual Review

**SPSA Year Reviewed: 2019-20**

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

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

The school staff have been working on building the K-8 school culture with the staff and students. The administration, counselor and outreach coordinator along with the school PBIS team, have done a lot of work and professional development on the importance of strong relationships with students.  We have also done a lot of work on building common behavior expectations K-8 with clear guidelines for success.

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

There are not any major differences between the intended implementation and expenditures.  We purchased materials last year for the unstructured (recess) times and were working with the PBIS team and campus assistants to develop our vision of safer recesses during in-person instruction last year and plan to continue this when we return to in-person instruction.  We have also continued to develop guidelines for success and schoolwide behavior expectations so that students know what the expectations are regardless of grade or area within the school.  This has been a major shift and part of our goal to establishing a strong K-8 culture. We have modified our behavior expectations to address the shift to distance learning and are continuing to work with students to encourage engagement and appropriate behavior.

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

We were able to meet our goal of decreasing office referrals by 10% and the number of suspensions.  With the school closure due to Covid 19 in March, the data are not representative of a full school year. However, the number of suspensions was significantly lower than the previous year.  The PBIS system in place has been working effectively to decrease office and playground referrals.  We are continuing to improve on our current practices to continue to support students and teachers; specifically, restructuring the playground, teacher training on behavior monitoring and responses, and schoolwide expectations for students.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent and Family Engagement

## LEA/LCAP Goal

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

# Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| California Healthy Kids Survey (CHKS)- Parent Response Panorama Data | Parental Involvement on the CHKS (2019 data)<br><br>**Only 6 parents completed the CHKS survey<br>• 80% of parents responding strongly agreed/agreed that the school allows input and welcomes parents' contributions<br>• 80% of parents responding strongly agreed/agreed that the school encourages parents to be an active partner with the school in educating his/her child<br>• 80% of parents responding strongly agreed/agreed that the school actively seeks the input of | • Increase the number of parents completing the CHKS survey to 100 respondents.<br>• Increase the percentage of positive responses by 5 percentage points |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| | parents before making important decisions | |

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

## Strategy/Activity 1
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All Students

Strategy/Activity

Provide parent workshops through outside agencies including:
- Logrando Bienestar (VCBH)
- Triple P classes (New Dawn)
- Mom & Daughter Meetings
- Interface "My Body and Me" Classes

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

| Amount(s) | Source(s) |
|---|---|
| 652 | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Child Care |
| 1304 | Title III<br>2000-2999: Classified Personnel Salaries<br>Child Care |
| 3912 | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Custodial Extra Help/Subs |
| | Discretionary<br>1000-1999: Certificated Personnel Salaries<br>Counselor extra hours (see Goal 1, action #28) |

## 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

Conduct parent involvement meetings such as:
- Title I meetings
- ELAC
- Coffee with Us/Cafe con Nosotros
- Reclassification Celebration
- Middle School to High School Transition meetings
- A-G Information Meetings
- Parent Nights

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

| Amount(s) | Source(s) |
|---|---|
|  | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Child Care - see action #1 |
| 1499 | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Clerical extra help and substitutes |

## 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.

English Learners

Strategy/Activity

Provide adult ESL classes.

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

| Amount(s) | Source(s) |
|---|---|
|  | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Child Care - see action #1 |

## Strategy/Activity 4
### Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

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

All Students

Strategy/Activity

Update the Kamala webpage on a regular basis to inform parents/community of school activities.

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

| Amount(s) | Source(s) |
|---|---|
|  | No additional costs |

# Strategy/Activity 5
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

English Learners

Strategy/Activity

Provide translation and home communication for non-English speaking homes.

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

| Amount(s) | Source(s) |
|---|---|
| 1304 | Discretionary<br>2000-2999: Classified Personnel Salaries<br>Translation/interpretation services and office extra help |
| 1304 | Title III<br>2000-2999: Classified Personnel Salaries<br>Translation/interpretation services and office extra help |

# 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

Revise and implement the Parent Involvement Policy and School Compact with input from stakeholders - SSC, ELAC, PTA, and Title I parent meetings

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

| Amount(s) | Source(s) |
|---|---|
| | No additional costs |

# 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.

English Learners

Strategy/Activity

Provide professional development and workshops (ex. CABE) for teachers and parents.

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

| Amount(s) | Source(s) |
|---|---|
| 4710 | Title III 5000-5999: Services And Other Operating Expenditures Conference/training registration and fees |

# Strategy/Activity 8
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(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 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

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

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

| Amount(s) | Source(s) |
|---|---|
|  | ASES |
|  | Supplies and refreshments |

## 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

Provide outreach services to parents and connections to community agencies providing families
with support for attendance, family wellness, and behavior services.

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

| Amount(s) | Source(s) |
|---|---|
|  | ORC and Counselor (see goal #1, action #12) |

## 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

Offer distance learning/technology, family math and literacy nights to provide parents information on student learning in the classroom and how learning can be supported at home and art/technology nights to highlight work with our 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) |
|---|---|
| 10532 | LCFF - Targeted<br>1000-1999: Certificated Personnel Salaries<br>Teacher rate for extra hours |

## 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

Conduct parent conferences to discuss student progress, achievements, and concerns.

**Proposed Expenditures for this Strategy/Activity**
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 costs |

## 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.

## Strategy/Activity 22

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 23

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 24

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

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

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

Strategy/Activity

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

## Strategy/Activity 25
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 26
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 27
**Students to be Served by this Strategy/Activity**
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

## Strategy/Activity 28

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 29

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 30

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

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

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

Strategy/Activity

**Proposed Expenditures for this Strategy/Activity**

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

## Strategy/Activity 31

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

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

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

Strategy/Activity

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

# Strategy/Activity 32
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

# Strategy/Activity 33
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

# Strategy/Activity 34
## Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups:  English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

Strategy/Activity

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

# Annual Review

**SPSA Year Reviewed: 2019-20**

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

# ANALYSIS

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

Kamala has been able to provide each of the parenting classes listed with an overall benefit for parents.  Strategies to work with their students are learned and implemented.  We do not have CHKS survey data from last year, but overall response from the classes last year were positive. With the shift to distance learning in the Spring, we are were able to conduct SSC, ELAC and PTA meetings via Zoom.  This will continue this year as we attempt to reach more parents online.

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

There are not major changes with the expenditures or overall implementation listed.  We have changed Coffee with the Principal/Cafe con la directora to Coffee with Us/Cafe con Nosotros to be more inclusive and to be representative of the guest speakers that we sometimes have at Cafe con Nosotros.  Plans to increase parent response to the CHKS include targeted times during ELAC and Coffee with Us/Cafe con Nosotros.  Teachers are also adding parent nights to support parents with the technology necessary during distance learning and the different programs students have been using.

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

We have not made any major changes to the metrics or annual outcomes of the goal.  We plan to be more proactive in parent meetings to get more parent responses on the CHKS.

# 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 | $136868 |
| 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 | $345,106.00 |

## 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 | $100,388.00 |
| Title III | $36,480.00 |

Subtotal of additional federal funds included for this school: $136,868.00

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 ($) |
|---|---|
|  | $0.00 |
| Discretionary | $64,878.00 |
| LCFF - Intervention | $43,360.00 |
| LCFF - Targeted | $100,000.00 |

Subtotal of state or local funds included for this school: $208,238.00

Total of federal, state, and/or local funds for this school: $345,106.00

# 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 | 64,878.00 | 0.00 |
| Title I | 100,388.00 | 0.00 |
| Title III | 36,480.00 | 0.00 |
| LCFF - Targeted | 100,000.00 | 0.00 |
| LCFF - Intervention | 43,360.00 | 0.00 |

## Expenditures by Funding Source

| Funding Source | Amount |
|---|---|
|  | 0.00 |
| Discretionary | 64,878.00 |
| LCFF - Intervention | 43,360.00 |
| LCFF - Targeted | 100,000.00 |
| Title I | 100,388.00 |
| Title III | 36,480.00 |

## Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|---|---|---|
|  |  | 0.00 |
| 1000-1999: Certificated Personnel Salaries | Discretionary | 2,992.00 |
| 2000-2999: Classified Personnel Salaries | Discretionary | 8,671.00 |
| 4000-4999: Books And Supplies | Discretionary | 46,215.00 |
| 5000-5999: Services And Other Operating Expenditures | Discretionary | 3,500.00 |
| 5700-5799: Transfers Of Direct Costs | Discretionary | 2,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | Discretionary | 1,500.00 |

| | | |
|---|---|---|
| 1000-1999: Certificated Personnel Salaries | LCFF - Intervention | 26,323.00 |
| 4000-4999: Books And Supplies | LCFF - Intervention | 17,037.00 |
| 0001-0999: Unrestricted: Locally Defined | LCFF - Targeted | 11,965.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF - Targeted | 23,932.00 |
| 4000-4999: Books And Supplies | LCFF - Targeted | 20,603.00 |
| 5700-5799: Transfers Of Direct Costs | LCFF - Targeted | 8,000.00 |
| 5800: Professional/Consulting Services And Operating Expenditures | LCFF - Targeted | 35,500.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 37,540.00 |
| 2000-2999: Classified Personnel Salaries | Title I | 48,248.00 |
| 4000-4999: Books And Supplies | Title I | 2,038.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 12,562.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 17,948.00 |
| 2000-2999: Classified Personnel Salaries | Title III | 13,822.00 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 4,710.00 |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|---|---|
| Goal 1 | 316,585.00 |
| Goal 2 | 3,304.00 |
| Goal 3 | 25,217.00 |

# 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 |
|---|---|
| Jodi Nocero | Principal |
| Yesenia Cedillo | Other School Staff |
| Suzanne Grajeda | Classroom Teacher |
| Rhiannon Kingston | Classroom Teacher |
| Danielle Wickenden | Classroom Teacher |
| Irene Ortega | Parent or Community Member |
| Olivia Mendoza | Parent or Community Member |
| Mirian Martinez | Parent or Community Member |
| Patricia Vargas | Parent or Community Member |
| Cristina Esparza | 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 10-2-2020.

Attested:

| | |
|---|---|
| | Principal, Jodi Nocero on 10-2-2020 |
| | SSC Chairperson, Rhiannon Kingston on 10-2-2020 |

# Instructions

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

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

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

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

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

# Instructions: Linked Table of Contents

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

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

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

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

# Purpose and Description

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

## Purpose

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

## Description

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

# Stakeholder Involvement

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

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

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

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

# Resource Inequities

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

# Students to be Served by this Strategy/Activity

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

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

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

# Proposed Expenditures for this Strategy/Activity

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

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

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

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

# Annual Review

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

# Analysis

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

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

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

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

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

# Budget Summary

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

# Budget Summary

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

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

### Requirements for the Plan

II.  The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

# Appendix B:

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

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

## Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);

2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf);

3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

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

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

## Targeted Support and Improvement

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

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and

2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.pdf.)

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

## Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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