School Year: **2020-21**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Christa McAuliffe Elementary School	56725380100362	October 1, 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.

2020 Vision was a popular theme many businesses selected to kick-off the year. Turns out, our site leadership and our stakeholders have had to maintain a 2020 vision as we provide instruction, assessments, and supports to students and families across all learning platforms; this includes distance learning and hybrid learning. This year's school plan makes every effort to provide services and supports based on current data during Distance Learning, but also anticipates what needs might arise in the event our school moves Hybrid Learning (A/B cohorts). This dual-lens perspective is intentional in that in ensures students' current and anticipated needs are met. The overall plan focuses on academics, socio-emotional support, and parent engagement.

The McAuliffe Way
Christa McAuliffe's outlined plan for the 2020-21 school year is comprehensive and it includes all student groups. This academic year is vastly different from previous years due to the global pandemic that resulted in all students attending school remotely. March 12, 2020, was the last day students were physically on campus for a full day of instruction. In past years, we have concerned

ourselves with a "summer slide." This simply put, is students' academic muscle becomes a bit atrophied due to the lack of routines, putting into practice academic strategies and giving full attention to reading and math during the summer. This year, we are sorely aware that added to the "summer slide" was the type of instruction children received throughout the country in the spring due to the school facilities closing and students learning online. We recognize that we need to address any missing concepts students might have. As in the past, our plan's goals are but three. First is instruction, assessment and monitoring of students in the core of academics - Math and English Language Arts. These two content areas will be taught synchronously and asynchronously via Zoom per the Oxnard School District Daily Student Schedule. The remaining content areas will be taught asynchronously. The challenge in crafting this plan is that the current status of instruction is entirely remotely. Distance Learning can impact the results of any assessments given at home. Plus, we continue to work on student connectivity and engagement. Regardless of where students are located while learning, it is our site mission to "establish and maintain a safe and diverse learning environment that inspires academic, emotional, social, and physical growth for every student, every day." The expected outcome for students is that the McAuliffe staff is committed to empowering all children to achieve excellence by unlocking their full potential, incorporating STEAM practices while fostering a student-centered culture, cultivating responsible citizens, and ensuring students are equipped to meet the challenges in the world around them. These efforts include the foundation of teaching students to read, write, and finding solutions to mathematical problems. Second, Social-Emotional Learning (SEL) has always been important, but in this season, our site has a heightened awareness to account for students, their well-being and make efforts to provide resources. Finally, we are looking for new ways to support parents as they attempt to navigate distance learning by encouraging, supervising, and at times assisting students with instruction. In this year's plan, our goals remain the same, but how we provide supports looks different.

That being said we hold the following continues to be true of our plan if learning is done remotely or in a hybrid model or a traditional face-to-face instructional year:

Goal One - ACADEMICS
1. This academic school year, our students, across all grades, will focus on exceeding, achieving, or moving closer to their grade-level standards. Teachers are committed to increasing the rigor of instruction and student learning across the English Language Arts and Mathematics content areas. These areas will be assessed by using STAR 360 Assessments, Interim Assessment Blocks (IABs) and teacher-generated assessments (Kindergarten). Teachers have outlined their expectations of incorporating collaborative conversations amongst students. Additionally, teachers are cultivating a Mathematical Mindset with students by using strategies that promote collaborative conversations, reflective learning, peer teaching, note-taking, and Math Talks.

2. Our site has five Special Day Classes serving students with special needs. Three of those classes are dedicated to students who have moderate to severe disabilities. Two of our Special Day Classes support students who have mild/moderate disabilities and have eligibility for Emotional Disturbance.

3. The expectation is for students to increase achievement scores for every subgroup in all grade levels. This goal will be reached through Teacher Efficacy. Teacher Efficacy is a by-product of the continued Professional Learning Community, which began three years ago, and provides an arena for teachers to collaborate with grade-level peers to plan, analyze data, set goals, and share strategies to support below the benchmark, at-benchmark, and exceeding benchmark students. Students not making significant processes are identified by the teacher, the parent, or any other person to the Coordination of Services Team (CST) and/or the Student Success Team (SST). Students identified as not meeting benchmark are receiving Tier I instruction and interventions within the classroom. Any student needing Tier II or Tier III level Interventions are supported through small

group setting, team-teaching amongst the grade-level, and/or our Intervention Support Provider(s) (ISPs). The student in the Multi-Tiered System of Supports (MTSS), which includes CST and SST, is a multifaceted support system. These identified students are provided interventions, tools, or strategies with social and emotional support by our site assigned Outreach Coordinator, School Counselor, and Psychologist. The additional services a child might receive are acquiring glasses, medical checks, short-term counseling, sensory items and/or referrals to long-term counseling.

4. The aforementioned Vision statement addresses our Science, Technology, Engineering, Arts, and Mathematics (STEAM) practices embedded in instruction. McAuliffe has a rich history of the arts; plays, poetry reading and writing and visual arts.

Goal Two - SOCIO-EMOTIONAL
5. A concerted effort has been made by staff to create and maintain a student-centered culture that cultivates responsible citizens and ensures students are equipped to meet the challenges in the world around them. Our school guidelines follow the acronym S.T.A.R. These represent Strive to be present every day - Treat others with kindness - Act responsibly - Respect others and their belongings. These guidelines provide expectations to students for their behavior in and out of class. Students are incentivized by receiving STARbucks that they can earn weekly, monthly, trimesterly, and yearly. The expectations are not given in a vacuum. They are shared in assemblies, in the classroom through school signage (coming in the winter) and parents receive them through social media, including our website (coming in the winter). To promote acceptance of all at our school, we created the motto of #WeBelongCMES to demonstrate that all students and staff are accepted and welcomed at our school. This, coupled with our daily Community Circles, builds relationships and connections with others on the campus. The PBIS Team also reviews data and provides support to teachers who request suggestions on how to support a student and their behavior.

Our site feels an obligation to support the concepts of acceptance of all people. This year, our site Librarian will be offering a We Belong Book Club for students. The books selected focus on diversity and acceptance. Each participating child will be given a book and lessons in music and art or provided with a simple snack recipe from that people group. Our expectation is that students learn and grow to see, understand and accept others of different origins, abilities and languages.

6. A key part of the academic, social, and emotional support is parent participation. The strongest component of parent involvement is the site Parent Teacher Association (PTA). The partnership with the PTA provides an avenue for parents to participate through volunteering, fundraising, and creating a climate of inclusivity. Our English Learner Committee and School Site Council are also avenues for parents to partner with the school. The role of the parent is vital to the mission and vision we have for students in meeting the goals outlined in the document.

Goal Three - PARENT - ENGAGEMENT
7. Parents are invited to participate in any of our councils, meetings, associations or chats about school support to their children.

8. Resources for the We Belong Book Club, Community Circles and mindfulness will be offered online and through texts/emails to parents.

9. College Fast Forward, UC Berkeley curriculum, will be offered in workshop form to parents.

10. Videos on accessing Canvas, parent links, student work and resources are offered by our site administrator, counselor and outreach consultant.

This plan is a living document that will require adjustments as students' and families' needs change.

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.

Classes were frequently visited by site administration both physically and virtually. Feedback was offered from the Principal as to how to best support instruction on the four Instructional Look-Fors. Last year, the instructors have agreed that collaborative conversations will be the instructional focus in each of the content areas. Walkthroughs will include feedback to Teachers on these practices in the classroom. A key part to classroom observation will be the yearlong review of assessment data.

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)

McAuliffe has been and will continue to use district and state assessments to inform and improve instruction and student learning. The Department of Pupil Services provided results for the statewide Healthy Kids and Panorama surveys. The survey was given to 5th-grade students, parents, and staff, but will be extended to Kindergarten through 5th grades. Weekly meetings are held with staff to discuss local assessments, planning of instruction and revision of instruction. The local assessments are the STAR Reading and Math, IABs and teacher-selected writing assessments.

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

Data is reviewed as a step in the Cycle of Inquiry during grade level meetings. The Cycle of Inquiry is a three part planning (Plan), teaching (Do), assessing (Monitor) and responding plan for student learning (Adjust). The Essential Questions are taken from the DuFour's questions for Professional Learning Communities. It also provides Guiding Questions and teachers respond with Team Actions all based on the Common Core State Standards. Through this progress monitoring, any student identified as needing intervention is provided intervention by the classroom teacher, before or after school tutoring or the Intervention Support Provider (ISP).

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, 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)

McAuliffe teachers are in the third year of Professional Learning Community (PLC). The foci this year are collaborative conversations and targeted standards for English Language Arts, Mathematics and Writing. The purpose of the PLC time is to improve student achievement. This year additional time is offered to staff for PLC (Cycle of Inquiry) time. Additional time is offered the Wednesday after the dedicated Tuesday PLC time. This collaborative work will continue up to the administration of the CAASPP.

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)

Students identified by a teacher(s) in the data analysis part of the Professional Learning Community (PLC) are supported in class through small group instruction. The groups are flexible and based upon a student's needs. Any student needing supports beyond Tier I classroom intervention is supported within the Multi-tiered System of Supports process that includes daily intervention and analysis of progress daily and within a six-week cycle. Students are referred to the Coordination of Services Team if they do not make significant progress. This Team reviews and discusses the progress of students and determines if a student is to move forward in the process that can lead to assessment for one or more of the 13 handicapping conditions outlined in the Special Education guidelines. At any time, a parent or other person can request an assessment for Special Education.

Evidence-based educational practices to raise student achievement

Researched based strategies, as outlined in Hattie's list of most effective and beneficial, were reviewed and discussed by the administration and teachers. Through these discussions, it has been noted that the most effective is teacher collaboration. However, ongoing discussion about effective strategies are held in the Professional Learning Communities as the Common Core State Standards are reviewed and data is analyzed. Teachers have the autonomy to add or modify any strategy they deem appropriate to promote student achievement.

Parental Engagement

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

Virtual parental engagement is made available to parents of under-achieving students through the activities and funding outlined in the School Plan for Student Achievement. This includes a New Student, Transitional Kindergarten and Kindergarten Orientation where academic and behavior expectations are outlined. Throughout the year parents are invited to attend Back to School Night, and Family nights that emphasize core content areas and Common Core State Standards. Each trimester parents are asked to attend the Teacher/Parent Conference to discuss their child's progress. However, parents are encouraged to inquire of their child's progress by having informal meetings with teachers, requesting IEPs, or requesting to meet with any support staff such as the School Psychologist, Site Counselor, Outreach Coordinator or Administrator.

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)

Students, Faculty, Staff, Parents and Community members are the Stakeholders all of whom are best served by collaborating with them as they share their goals, strategies, and ideas of how to best serve the families represented at McAuliffe Elementary. Each member is key in outlining and providing input in the goals and activities outlined in this plan. The input for this year's School Plan for Student Achievement (SPSA) began in the spring of 2019 as faculty, staff and parents evaluated the prior year's SPSA. Members of the site Leadership Team, School Site Council and English Language Advisory Committee analyzed the goals, strategies, and funding for this school year.

Funding

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

The determination of which funded services are offered to students and parents is determined by the analysis of data provided in state standardized assessments, local benchmark and surveys. Attention is given to those areas which indicate low performing students are ranked. Categorical funding from LCFF, Title I, and Title III provide interventions for below benchmark students. Title I funding will subsidize the collaboration time offered in the Professional Learning Communities and purchase the supplies for Mathematical Mindset school-wide.

Fiscal support (EPC)

The district receives Title I funding as we are considered a Title I district. All of our sites are considered "school-wide." 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

A regular part of the creation of the School Plan for Student Achievement (SPSA) is a spring (prior year) evaluation of the goals, strategies, and funding by the Site Leadership team. The results are reported back to the staff by their team representative. Parent groups such as School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent-Teacher Association (PTA) are all informed by the school principal. Likewise, in the fall, all of the stakeholders, parents, and staff (certificated and classified) provide input into the plan.

For the 2019-20 academic year, a final evaluation was not completed in the Spring since the school was not in session due to the Coronavirus Pandemic and lack of end of year data. This academic year, we evaluated as we revised the SPSA.

Resource Inequities

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

Knowledge of when students will return face to face makes it difficult to anticipate the needs of what students will need at that time. The reduction of funding also impacted the number of Campus Assistants hours that are available for campus supervision and will likely need to be increased when students return.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.14%	%	0%	1		0
African American	2.05%	%	2.37%	15		15
Asian	1.64%	%	1.74%	12		11
Filipino	3.55%	%	2.69%	26		17
Hispanic/Latino	76.64%	%	79.3%	561		502
Pacific Islander	0.27%	%	0.32%	2		2
White	12.43%	%	10.9%	91		69
Multiple/No Response	%	%	2.69%			0
			Total Enrollment	732		633

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	127		123
Grade 1	98		96
Grade 2	114		100
Grade3	136		90
Grade 4	131		111
Grade 5	126		113
Total Enrollment	732		633

Conclusions based on this data:

Based on the Student Enrollment data provided, the current ethnic makeup of students at McAuliffe is 79.3% Hispanic; 10.9% White with the remaining percentage a mixture of ethnicity. The percentage of these groups goes unchanged has gone unchanged from year to year. Approximately 40% of students enrolled at McAuliffe are Intra/Inter district transfers or overflowed from their home school. The enrollment for the 2020-21 decreased by 35 students. McAuliffe will continue to monitor the Enrollment data to identify any specific supports needed by subgroup or grade.

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			149			23.5%
Fluent English Proficient (FEP)			48			7.6%
Reclassified Fluent English Proficient (RFEP)			47			24.0%

Conclusions based on this data:

The 2019-20 CAASPP data for students assessed are the following: 7.6% Fluent English Proficient; 23.5% are English Learners and 24% are Reclassified (RFEP). The data represented shows an increase of students being Reclassified. This is, in part, largely due to the increased services offered to English Learners after school. The teachers at McAuliffe will continue to offer Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	119	127	117	118	127	115	118	127	114	99.2	100	98.3
Grade 4	123	132	121	123	130	118	123	130	118	100	98.5	97.5
Grade 5	124	124	137	124	124	134	124	124	134	100	100	97.8
All Grades	366	383	375	365	381	367	365	381	366	99.7	99.5	97.9

* 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	2384.	2407.	2404.	14.41	13.39	13.16	16.10	25.20	18.42	26.27	32.28	38.60	43.22	29.13	29.82
Grade 4	2421.	2425.	2448.	14.63	14.62	17.80	20.33	16.15	22.88	13.01	23.08	24.58	52.03	46.15	34.75
Grade 5	2458.	2456.	2486.	11.29	11.29	17.16	24.19	20.97	29.10	17.74	22.58	18.66	46.77	45.16	35.07
All Grades	N/A	N/A	N/A	13.42	13.12	16.12	20.27	20.73	23.77	18.90	25.98	26.78	47.40	40.16	33.33

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	11.86	18.11	16.81	39.83	52.76	63.72	48.31	29.13	19.47
Grade 4	19.51	15.38	15.25	38.21	48.46	51.69	42.28	36.15	33.05
Grade 5	9.68	13.71	20.15	48.39	45.16	47.76	41.94	41.13	32.09
All Grades	13.70	15.75	17.53	42.19	48.82	53.97	44.11	35.43	28.49

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	13.56	12.60	8.85	40.68	52.76	53.10	45.76	34.65	38.05
Grade 4	10.57	12.31	11.02	38.21	39.23	56.78	51.22	48.46	32.20
Grade 5	14.52	14.52	14.93	47.58	45.16	51.49	37.90	40.32	33.58
All Grades	12.88	13.12	11.78	42.19	45.67	53.70	44.93	41.21	34.52

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	11.02	8.66	11.40	59.32	70.87	65.79	29.66	20.47	22.81
Grade 4	9.76	14.62	13.56	53.66	63.08	72.03	36.59	22.31	14.41
Grade 5	9.68	6.45	20.15	62.90	57.26	53.73	27.42	36.29	26.12
All Grades	10.14	9.97	15.30	58.63	63.78	63.39	31.23	26.25	21.31

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	14.41	22.05	20.35	43.22	53.54	50.44	42.37	24.41	29.20
Grade 4	15.45	16.92	14.41	47.15	46.15	53.39	37.40	36.92	32.20
Grade 5	16.13	16.13	28.36	41.13	40.32	42.54	42.74	43.55	29.10
All Grades	15.34	18.37	21.37	43.84	46.72	48.49	40.82	34.91	30.14

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

An analysis of the CAASPP English Language Arts data over the last three years up to 2018-19 indicate scores are 31% in 3rd grade, which is a decrease of 7% from the previous year: 41% in 4th grade, an increase of 10%; 46% in 5th grade, an increase 12%. Both 4th and 5th grade had significant growth in all areas of the CAASPP. The 3rd grade scored lower than the students in prior years in 3rd grade. Specifically, the breakdown of the four claims are as such: Claim #1 Reading was 15% Met and Exceeded; Claim #3 Listening was 10% Met and Exceeded and Claims#2 and #4 Writing Research and Inquiry was 15% Met and Exceeded. A further look into the scores shoes an inconsistency in the scores from year to year. In 2017, our 3rd grade scored higher than 4th and 5th grades. As a result of these scores, classroom teachers will continue to implement collaborative conversations as practices in order to provide all students clearly articulated learning goals based on Common Core State Standards. Teachers will also ensure students are achieving their academic goals through the aforementioned Cycle of Inquiry that includes Planning, Teaching, Assessing and Adjusting any content area. This includes providing small group instruction in English Language Arts.

School and Student Performance Data

CAASPP Results
Mathematics (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	119	127	117	118	127	113	118	127	113	99.2	100	96.6
Grade 4	123	132	121	123	130	119	123	129	119	100	98.5	98.3
Grade 5	124	124	137	124	123	132	124	123	132	100	99.2	96.4
All Grades	366	383	375	365	380	364	365	379	364	99.7	99.2	97.1

Overall Participation for All Students

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

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	2379.	2384.	2401.	5.08	4.72	7.08	16.95	20.47	26.55	26.27	26.77	28.32	51.69	48.03	38.05
Grade 4	2414.	2413.	2432.	5.69	2.33	7.56	14.63	7.75	21.01	30.08	38.76	27.73	49.59	51.16	43.70
Grade 5	2452.	2434.	2448.	8.06	6.50	6.82	14.52	9.76	11.36	19.35	20.33	31.06	58.06	63.41	50.76
All Grades	N/A	N/A	N/A	6.30	4.49	7.14	15.34	12.66	19.23	25.21	28.76	29.12	53.15	54.09	44.51

Overall Achievement for All Students

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	14.41	10.24	12.50	19.49	28.35	37.50	66.10	61.42	50.00
Grade 4	7.32	3.88	15.13	21.14	27.91	23.53	71.54	68.22	61.34
Grade 5	14.52	7.32	7.58	21.77	18.70	22.73	63.71	73.98	69.70
All Grades	12.05	7.12	11.57	20.82	25.07	27.55	67.12	67.81	60.88

Concepts & Procedures — Applying mathematical concepts and procedures

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	16.10	9.45	18.75	38.98	48.03	47.32	44.92	42.52	33.93
Grade 4	13.01	5.43	14.29	31.71	44.19	42.02	55.28	50.39	43.70
Grade 5	11.29	8.13	9.09	31.45	38.21	40.15	57.26	53.66	50.76
All Grades	13.42	7.65	13.77	33.97	43.54	42.98	52.60	48.81	43.25

Problem Solving & Modeling/Data Analysis — Using appropriate tools and strategies to solve real world and mathematical problems

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	16-17	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**	**16-17**	**17-18**	**18-19**
Grade 3	6.78	9.45	11.61	54.24	51.97	53.57	38.98	38.58	34.82
Grade 4	10.57	6.98	15.13	36.59	35.66	37.82	52.85	57.36	47.06
Grade 5	8.87	7.32	6.06	38.71	38.21	44.70	52.42	54.47	49.24
All Grades	8.77	7.92	10.74	43.01	41.95	45.18	48.22	50.13	44.08

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

In prior years, our CAASPP Mathematics scores flat-lined; meaning only little growth had been seen. This year was an exception with two of the three grades showing growth. The 2018-19 CAASPP data for students assessed show an impressive growth of 18% for fourth grade. Third and fifth grade had increases of 6% and 1%. The state preliminary scores show the most growth in fourth grade. These scores reflect a practice among that grade in collaboration, identifying student needs and responding with appropriate enrichment or intervention. These teachers report their collaboration with the sharing of resources as one of the factors for increasing student achievement. in 2018-19, third to fifth grade teachers used data from local assessments to inform instruction and determine which students would get intervention in reading and writing. Further review of the data above indicates that students in third and fifth grade had lower scores in Writing and Research/Inquiry Investigation, Analyzing, and Presenting Information. To shore up all Common Core State Standards instruction, teachers will increase their time on the Cycle of Inquiry (Plan, Do, Assess, Adjust).

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students							
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K		1426.0		1439.3		1394.8		35
Grade 1		1434.6		1432.2		1436.6		23
Grade 2		1515.5		1502.9		1527.6		36
Grade 3		1487.1		1478.4		1495.2		27
Grade 4		1533.2		1523.0		1543.0		23
Grade 5		1533.5		1515.5		1551.1		15
All Grades								159

Overall Language Percentage of Students at Each Performance Level for All Students									
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		20.00		40.00		34.29		5.71		35
1		13.04		52.17		21.74		13.04		23
2		38.89		38.89		13.89		8.33		36
3		7.41		40.74		44.44		7.41		27
4		43.48		34.78		21.74		0.00		23
5		13.33		60.00		26.67		0.00		15
All Grades		23.90		42.77		27.04		6.29		159

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		25.71		42.86		25.71		5.71		35
1		21.74		47.83		17.39		13.04		23
2		47.22		38.89		5.56		8.33		36
3		22.22		44.44		22.22		11.11		27
4		56.52		21.74		21.74		0.00		23
5		40.00		53.33		6.67		0.00		15
All Grades		35.22		40.88		16.98		6.92		159

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		2.86		34.29		57.14		5.71		35
1		8.70		43.48		30.43		17.39		23
2		27.78		41.67		22.22		8.33		36
3		0.00		25.93		70.37		3.70		27
4		17.39		47.83		34.78		0.00		23
5		13.33		13.33		73.33		0.00		15
All Grades		11.95		35.85		45.91		6.29		159

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		20.00		74.29		5.71		35
1		47.83		39.13		13.04		23
2		58.33		38.89		2.78		36
3		14.81		66.67		18.52		27
4		52.17		47.83		0.00		23
5		13.33		73.33		13.33		15
All Grades		35.85		55.97		8.18		159

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		34.29		51.43		14.29		35
1		4.35		82.61		13.04		23
2		36.11		55.56		8.33		36
3		25.93		62.96		11.11		27
4		52.17		39.13		8.70		23
5		73.33		26.67		0.00		15
All Grades		35.22		54.72		10.06		159

Reading Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K		2.86		91.43		5.71		35
1		26.09		60.87		13.04		23
2		36.11		52.78		11.11		36
3		0.00		81.48		18.52		27
4		4.35		82.61		13.04		23
5		13.33		80.00		6.67		15
All Grades		14.47		74.21		11.32		159

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		28.57		48.57		22.86		35
1		17.39		65.22		17.39		23
2		27.78		66.67		5.56		36
3		11.11		81.48		7.41		27
4		39.13		60.87		0.00		23
5		13.33		86.67		0.00		15
All Grades		23.90		66.04		10.06		159

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

Due to the recent administration of the ELPAC summative assessment, no data is available at this time.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
698	**56.7**	**28.1**	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	196	28.1
Homeless	17	2.4
Socioeconomically Disadvantaged	396	56.7
Students with Disabilities	66	9.5

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	16	2.3
American Indian	1	0.1
Asian	11	1.6
Filipino	20	2.9
Hispanic	554	79.4
Two or More Races	18	2.6
Pacific Islander	1	0.1
White	77	11.0

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

The 2018-19 CAASPP data provided indicates Socioeconomically Disadvantaged, English Learners and Hispanic students as significant subgroups; the language most represented is Spanish. Though the numbers are not significantly high in comparison to their other subgroups, our site Homeless and Foster Youth continue to increase and at times vacillates. The Filipino subgroup continues to increase year to year. One of the goals for the site is to ensure that all students regardless of demographic receive rigorous instruction and opportunities for intervention and enrichment. The percentages for students' race/ethnicity is African American 2%; American Indian .%; Asian 1.6%; Filipino 3.6%; Hispanic 76.6%; Pacific Islander .3%; and White 12.4%. Based on this data, McAuliffe teachers will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and

summative student achievement data for ELs, Socioeconomically Disadvantaged, and Students with Disabilities subgroups in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention for students not meeting grade-level standards.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students		
Academic Performance	**Academic Engagement**	**Conditions & Climate**
English Language Arts Yellow	**Chronic Absenteeism** Orange	**Suspension Rate** Red
Mathematics Yellow		

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

Based on the Dashboard Overall Performance, Christa McAuliffe experienced some significant increases academically, specifically in 4th grade and with math. The data for 2018-19 indicates the two areas needing strategies revamped are English Language Learners and the suspension rates. Instruction of English Language Development and the strategies used for ELs will be reviewed to address the needs of EL students. The teachers and administration have discussed strategies to improve the academics of English Learners. The suspension rate reflects the school climate. The Positive Behavior Interventions and Supports (PBIS) Committee, Site Administration and teachers will continue to use other disciplinary measures prior to suspension. We will continue to monitor and address daily student tardies and absences, implement effective prevention programs and incentives to increase students' positive attendance, and address students' behavioral, social, and emotional needs in order to administer progressive and meaningful measures of corrective action while minimizing the need for student suspension. A key to reducing the suspensions is students building positive relationships with peers and adults. Each class has a teacher-led community circle held daily to build positive relationships.

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	4	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
21.1 points below standard	42.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased Significantly ++17.7 points	Increased ++8.8 points	1
356	134	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Orange
84.3 points below standard	28.3 points below standard	102.5 points below standard
14	Increased Significantly ++17.4 points	Increased ++9.8 points
	218	45

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	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	9.1 points above standard
9	1	5	Increased Significantly ++16.4 points
			13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color	No Performance Color	Yellow
27.4 points below standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	7.1 points below standard
Increased Significantly ++17.4 points	8		Increased ++4.4 points
280			40

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**
85.2 points below standard	6.8 points below standard	8.3 points below standard
Increased ++6.4 points	Declined -7.2 points	Increased Significantly ++25.6 points
61	73	222

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

The data for 2018-19 indicates all students increased this past year along with English Learners and students who are Socioeconomically Disadvantaged. However, students identified as Students with Disabilities are rated as declining by -28.2 points. Since the Hispanic subgroup is the largest represented on-site, the scores reflect most of them as not meeting or exceeding the standards. Other groups to fall below are the White and Filipino subgroups. The other groups have less than ten students and they are not reported on the Dashboard. McAuliffe classroom teachers will continue to implement evidence-based instructional practices that include collaborative conversations in order to provide all students clearly articulated learning goals based on Common Core State Standards. To increase student achievement for English Learners in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills. For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations. For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards; provide immediate feedback; reteach core subject matter based on formative assessment data; provide opportunities for student collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.
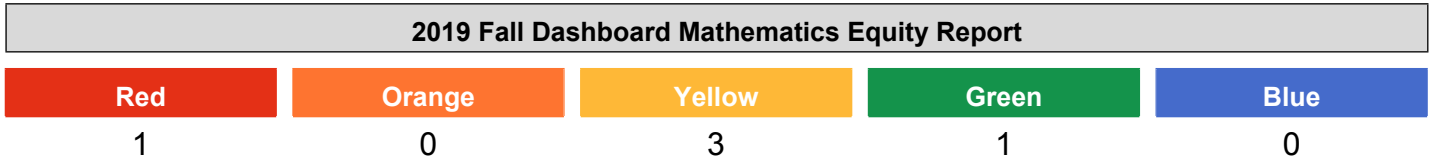
School and Student Performance Data

Academic Performance
Mathematics

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

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
1	0	3	1	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Yellow	No Performance Color
56 points below standard	74.7 points below standard	Less than 11 Students - Data Not Displayed for Privacy
Increased ++14.6 points	Increased ++5.7 points	
		1
354	133	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Yellow	Red
101.7 points below standard	60.9 points below standard	131 points below standard
13	Increased ++14.1 points	Declined Significantly -17.5 points
	216	44

2019 Fall Dashboard Mathematics 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	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	42.6 points below standard
9	1	5	Increased ++11.1 points
			13
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	No Performance Color		Green
62.9 points below standard	Less than 11 Students - Data Not Displayed for Privacy		23.3 points below standard
Increased ++13.2 points	8		Increased Significantly ++20.3 points
278			40

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**
106.7 points below standard	48.4 points below standard	44.7 points below standard
Increased ++3.5 points	Declined -6.6 points	Increased Significantly ++22.4 points
60	73	221

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

The data for 2018-19 indicates overall All Students declined this past year along with English Learners and Students with Disabilities. However, Students identified as Socioeconomically Disadvantaged rated as inclined the most significantly. McAuliffe Teachers will work with the district selected Teacher on Special Assignment and implement Mathematical Mindset strategies and Math Talk as a part of the teaching of the Common Core Standards. Students who are underperforming in Math, English Language Arts, and English Language Development will be provided with small group intervention before, during, and after school.

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
62.2 making progress towards English language proficiency
Number of EL Students: 119
Performance Level: High
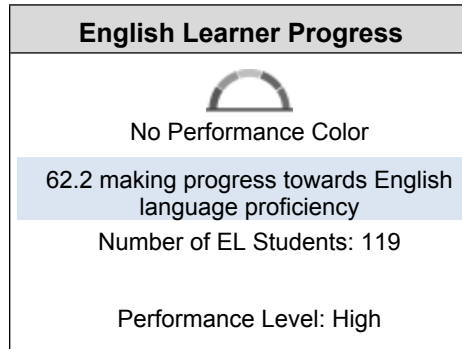
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

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
12.6	25.2	6.7	55.4

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

The data for 2018-19 indicates that several students rank in the higher levels, Level 4 Well Developed and Level 3 Moderately Developed on the ELPAC. The remaining two levels Somewhat Developed and Beginning Stage total 26% together. Based on the Dashboard data, classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students in Kindergarten will continue to receive 30 minutes of daily Designated ELD instruction, while students in grades 1-5 will continue to receive 45 minutes of daily Designated ELD instruction. English Learners will be clustered at each grade level to enable ELD teachers to provide targeted, standards-based language proficiency instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

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

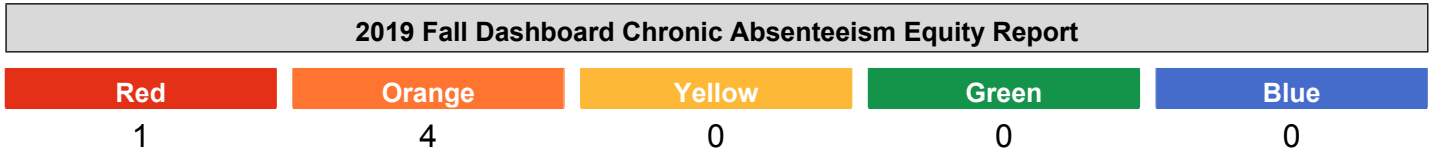| Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

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**
1	4	0	0	0

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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange	Red	No Performance Color
12.8	13.6	Less than 11 Students - Data Not Displayed for Privacy
Increased +1.7	Increased Significantly +4.8	
745	213	2
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Orange	Orange
48	15.7	17
Increased +21.7	Increased +2.6	Increased +2.8
25	453	88

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
10	Less than 11 Students - Data Not Displayed for Privacy	8.3	0
Declined -3.3		Increased +1.2	Declined -3.7
	1		
20		12	21
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Orange	No Performance Color	No Performance Color	Orange
13.2	5.6	Less than 11 Students - Data Not Displayed for Privacy	15
Increased +1.8	Increased +1.4		Increased +1.3
		1	
592	18		80

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

The number of students who were chronically absent in all grades subgroups is over 10%. This increase, despite ongoing efforts to decrease it, includes students spanning all grade levels. Parents have reported: 1. the late start makes it difficult for parents to get their child care prior to sending the to school thus having to leave them at home alone to get ready. The student doesn't then make it to school. 2. if their child misses the school bus, they are then unable to get their child to school since they live across town. 3. they were unfamiliar with the process for reporting absences, despite letters and phone calls that go home. The district has secured a new absence reporting system that will add texts to parents when their child is absent. This along with site strategies will aid in lowering the number of chronic absenteeism.

School and Student Performance Data

Academic Engagement
Graduation Rate

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

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

This section provides number of student groups in each color.

2019 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard Graduation Rate for All Students/Student Group

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

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Graduation Rate by Year

2018	2019

Conclusions based on this data:

N/A

School and Student Performance Data

Conditions & Climate
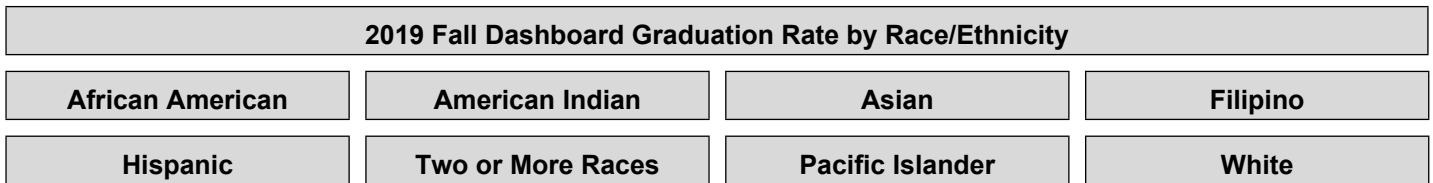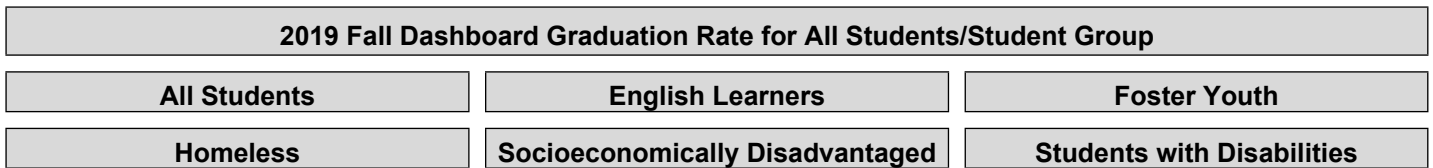## Suspension Rate

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

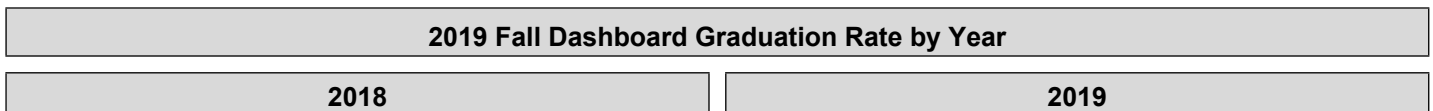| Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

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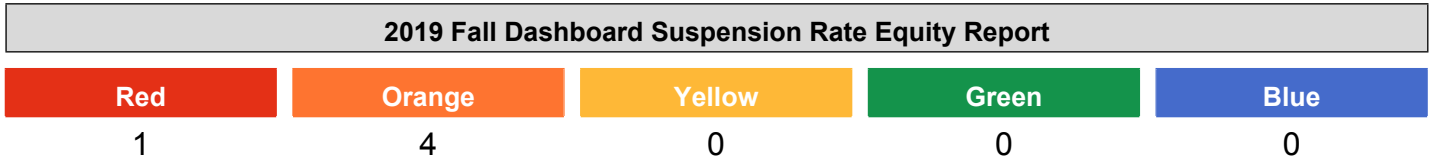
This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Red	Orange	No Performance Color
3.3	1.4	Less than 11 Students - Data Not ~~Displayed for Privacy~~
Increased Significantly +2.5	Increased +1.4	2
768	217	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Orange	Red
7.7	2.6	8.4
Increased +7.7	Increased +1.9	Increased +4.5
26	463	95

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
10	Less than 11 Students - Data Not Displayed for Privacy 1	8.3	4.3
Increased +4.1		Increased +8.3	Increased +4.3
20		12	23

Hispanic	Two or More Races	Pacific Islander	White
Orange	No Performance Color	No Performance Color	Orange
2.6	5.6	Less than 11 Students - Data Not Displayed for Privacy 1	4.8
Increased Significantly +2.1	Increased +1.4		Increased +3.8
609	18		84

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.8	3.3

Conclusions based on this data:

The data above is from 2018-19 and the conclusions remain unchanged due to the COVID-19 school closure.

The data for 2018-19 indicates all students the rate of suspension had a significant increase among Hispanics, Asians and African Americans. This increase was due largely to a season when students violated school rules that required suspension. In all cases, other forms of correction were offered.

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 Mathematics

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

These needs reflect either Distance Learning and/or Face to Face Learning Platforms:

In the event that the 2020-21 CAASPP ELA and CAASPP Mathematics Assessments are taken the following data will serve as the Metrics/Indicators, Baseline/Actual Outcomes and Expected Outcomes.

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
1. CAASPP ELA Grades 3rd - 5th: Percentage of students at Met or Exceeded level on English Language Arts CAASPP	3rd Grade - 31% of students Met or Exceeded on the CAASPP 4th Grade - 41% of students Met or Exceeded on the CAASPP 5th Grade - 46% of students Met or Exceeded on the CAASPP	3rd-5th: The percentage of students scoring at the Met or Exceeded level on the English Language Arts CAASPP will increase by 5% points. Those who scored at Met or Exceeded will maintain their status on the CAASPP. Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 5%. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2. CAASPP Math Grade 3rd - 5th: Percentage of students at Met or Exceeded level on Math CAASPP	3rd Grade - 33% of students Met or Exceeded on the CAASPP 4th Grade - 29% of students Met or Exceeded on the CAASPP 5th Grade - 18% of students Met or Exceeded on the CAASPP	3rd - 5th: The percentage of students scoring at the Met or Exceeded level on the Mathematics CAASPP will increase by 5% points. Those who scored at Met or Exceeded will maintain their status on the CAASPP. Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 5%. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.
3. District and Site Assessment - STAR 360 Reading and Early Literacy Kindergarten - 1st: Percentage of students achieving CAASPP benchmark on STAR Early Literacy Assessment 2nd - 5th: Percentage of students achieving CAASPP benchmark on STAR 360 Reading	As measured by the Star 360 Early Literacy Fall 20-21 administration: Kindergarten - 35% of students At or Above Benchmark level 1st Grade - 38% of students at or Above Benchmark level As measured by the Star 360 Reading Fall 20-21 administration: 2nd Grade - 46% of students At or Above Benchmark level 3rd Grade - 51% of students At or Above Benchmark level 4th Grade - 38% of students At or Above Benchmark level 5th Grade - 29% of students At or Above Benchmark level	As measured by the Star 360 Early Literacy: Kindergarten will increase At or Above Benchmark level to 50% by January 30th and 70% by June. 1st Grade - By mid-year, the students that have scored 800 or higher on the STAR 360 Early Literacy test, will take the STAR 360 Reading test. As measured by the STAR 360 Reading: 2nd will increase At or Above Benchmark level to 51% by January 30th and 56% by June. 3rd will increase At or Above Benchmark level to 56% by January 30th and 61% by June. 4th will increase At or Above Benchmark level to 43% by

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		January 30th and 48% by June. 5th will increase At or Above Benchmark level to 34% by January 30th and 39% by June. All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on STAR 360 by the End of Year administration.
4. District and Site Assessment - STAR 360 Math and Kinder Math Assessment Kindergarten: Site Assessment for Math 1st - 5th: Percentage of students achieving CAASPP benchmark on STAR 360 Math	Kindergarten - As measured by a teacher-generated assessment for Fall 20-21, 76% of kindergarteners can identify the numbers 0-10 As measured by the STAR 360 Math Fall 20-21 administration: 1st Grade - 31% of students At or Above Benchmark level 2nd Grade - 45% of students At or Above Benchmark level 3rd Grade - 35% of students At or Above Benchmark level 4th Grade - 19% of students At or Above Benchmark level 5th Grade - 13% of students At or Above Benchmark level	Kindergarten - As measured by a teacher-generated assessment, by the end of Jan, 85% of students will be able to identify the numbers to 20. By June, 95% of students will recognize numbers up to 20. As measured by the STAR 360: 1st will increase At or Above Benchmark level to 40% by January 30th and 50% by June. 2nd will increase At or Above Benchmark level to 50% by January 30th and 55% by June. 3rd will increase At or Above Benchmark level to 40% by January 30th and 45% by June. 4th will increase At or Above Benchmark level to 24% by January 30th and 30% by June. 5th will increase At or Above Benchmark level to 18% by January 30th and 28% by June.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on STAR 360 by the End of Year administration.
5. English Learners Reclassification Rate	34 students were classified using the CELDT data.	Increase the amount of students who are reclassified using the ELPAC assessment by 5% of students.

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

Across All Learning Platforms:

Implementation of District adopted ELA/ELD curriculum as aligned with CCSS. Ensure the appropriate time for reading language arts instruction at each grade level through monitoring daily classroom schedules and observations.
Implementation of District adopted Math curriculum as aligned with CCSS. Ensure the appropriate time for reading language arts instruction at each grade level through monitoring daily classroom schedules and observations.

Materials and supplies will be purchased to support and supplement the core instructional program.

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

Amount(s)	Source(s)
0	District Funded None Specified District Adopted Materials
0	District Funded None Specified

	Administrator Learning Walks (year 3)
2500	Title III 4000-4999: Books And Supplies Core Materials and Copies
125	Discretionary 5000-5999: Services And Other Operating Expenditures Spelling Bee Registration
37238	Discretionary 4000-4999: Books And Supplies Materials
15785	Title I 4000-4999: Books And Supplies Materials
1061	LCFF - Targeted 4000-4999: Books And Supplies Materials
2604	LCFF - Intervention 4000-4999: Books And Supplies Materials
1139	Title III 4000-4999: Books And Supplies Materials

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

Across All Learning Platforms:

Intervention Support Provider(s) for reading in grades K-5th grade

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

Amount(s)	Source(s)
0	District Funded None Specified ISP

30000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries ISP Salary
0	District Funded None Specified ISP Salary

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

Across All Learning Platforms: Teachers will have use of the laminator, Duplo and Canon copy machines in order to make the necessary copies of instructional materials.

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

Amount(s)	Source(s)
1000	LCFF - Targeted 5000-5999: Services And Other Operating Expenditures Copies and Lamination
0	District Funded None Specified Copier Contract

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

Across All Learning Platforms: Use Star 360 Program as an assessment/monitoring tool to identify students for intervention placement and leveled-instruction. The assessment will be administered every six weeks.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	District Funded None Specified STAR 360 Assessment Software

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

Across All Learning Platforms: Use curriculum assessments and CAASPP Interim Assessment Blocks to determine progress in Reading and Math.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Assessment
2500	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Subs for CAASPP Assessment

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.

Students in Transitional Kindergarten and Kindergarten

Strategy/Activity

Across All Learning Platforms: Release time will be provided for teachers to administer Essential Skills assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
175	Title I 1000-1999: Certificated Personnel Salaries 1 Substitute Salary for TK Teacher(s) once a year.

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

Across All Learning Platforms: Staff will input all formative assessments results into IO (OSD Student Data System), evaluate and analyze results and use the information to inform instructional decisions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
0	District Funded None Specified Data Monitoring

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

Across All Learning Platforms: Intervention in literacy, numeracy, and English Language Development

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

Amount(s)	Source(s)
565	Title I 1000-1999: Certificated Personnel Salaries Teacher Salary - Reading, Math, ELD

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.

English Learners

Strategy/Activity

Across All Learning Platforms:
Teachers to monitor catch-up plans for all 3rd grade EL students identified as "at risk" by teachers.

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

Amount(s)	Source(s)
350	Title III 1000-1999: Certificated Personnel Salaries Substitute (twice a year) Salary

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

Across All Learning Platforms:

Teacher collaboration, observations and data analysis will occur in order to best address the needs of all students and at the same time maintain a professional learning community. Meetings to take place weekly.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	District Funded 1000-1999: Certificated Personnel Salaries Weekly Meetings
2100	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Leadership Team Meetings with Consult Data Analysis with Leverage Learning (2 Days of Meetings)

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

Across All Learning Platforms: Curriculum and Instruction Department Professional Development to teachers that will include: • Mathematical Mindset; which can include Jo Boaler via Zoom • Math jounals • Math fluency • Data review (IAB, STAR, etc.) Teachers will use STMath to support students during asynchronous 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)
0	District Funded None Specified Substitutes' Salaries
2500	Title I 4000-4999: Books And Supplies Dot Journals, Materials for fluency (games), Math Mindest Books (Jo Boaler)
1299	LCFF - Targeted

	5000-5999: Services And Other Operating Expenditures Graphics
0	District Funded None Specified Manipulates for remote learning (Homeless and Foster Youth)

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

Across All Learning Platforms: Ensure deployment, implementation and collection of iPads to assist students with the mastery of Common Core State Standards. Provide 50 additional hours in support for the implementation of Canvas to teachers and parents. Support offered by the Canvas Site Leads. Provide additional hours for technology support for staff. Provide technology for staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3350	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher Salary
500	LCFF - Targeted 2000-2999: Classified Personnel Salaries ORC Extra Hours for Parent Workshops
3350	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Tech Support for Teachers
3000	Discretionary None Specified Laptops

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 who are under performing or who are in need of academic and socio-emotional supports.

Strategy/Activity

Across All Learning Platforms:

Child Find: The process of identifying student progress, enrichment, instruction and interventions. This includes CST/SST or 504 meetings that reviews diagnostics assessment for struggling readers per benchmark data.
Coordinate 504 meetings for students as needed.

Conduct meetings with student study team to review, within our Multi-Tier System of Supports (MTSS), cases of students who are not making sufficient progress on grade level standards or who are demonstrating a need for behavior and social-emotional 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)
3375	Title I 2000-2999: Classified Personnel Salaries ORC Salary for Facilitation of Meetings (75 hours)
3500	Title I 2000-2999: Classified Personnel Salaries CoST/SST Substitutes (20 days)
3500	Title I 1000-1999: Certificated Personnel Salaries IEP Substitutes (20 days)

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

Across All Learning Platforms:

Repair or replace IT equipment.
District Technology Tech will support the STEAM units by keeping equipment in working condition and advising on new equipment.

Provide technology for student presentation of STEAM (Focus Strand) to peers and students.
Provide technology display of student data at CST/SST/IEPs and staff data 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	District Funded None Specified Library Media Technician Salary
8000	Title I 4000-4999: Books And Supplies Headphones

Strategy/Activity 15

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

All students

Strategy/Activity

Across All Learning Platforms:

Use Accelerated Reader Program to support reading comprehension and fluency and as an assessment tool for identifying students in need of intervention.
Recognize students' growth on reading on AR and other areas of academics with school-wide challenges.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	District Funded None Specified Accelerated Reader Program
2000	LCFF - Targeted 4000-4999: Books And Supplies Incentives
3500	LCFF - Targeted 4000-4999: Books And Supplies Incentives - Shirts

800	LCFF - Targeted 4000-4999: Books And Supplies Incentives - Student Store

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

All students

Strategy/Activity

Across All Learning Platforms: Purchase materials to support emotional regulation to students, parents and teachers; includes the Therapeutic Learning Class.

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

Amount(s)	Source(s)
500	LCFF - Targeted 4000-4999: Books And Supplies Materials ($250 per class)

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.

All Learners

Strategy/Activity

Across All Learning Platforms:

Implement the District Master Plan for English Learners.
Ensure implementation of McGraw-Hill ELD Curriculum through direct and embedded ELD instruction. Content area instruction will be supported through SIOP strategies.
Students placed in ELPAC proficiency leveled groups for ELD and provide instruction and intervention based on language goals.
Use data to target the specific educational needs of EL students and provide appropriate support and/or intervention.
Provide time, through staff development and release time for teachers to analyze EL assessments.
Develop and review goals that focus on areas of need. Develop grade level block systematic ELD instruction time, 45 minutes for 1st-5th and 30 minutes for Kindergarten.
Recognize student Reclassification at an annual assembly.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	District Funded None Specified Instruction, Assessment and Student Monitoring
0	District Funded None Specified Learning Walks
889	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Hours (20 hours) to assist with coordination of ELPAC
250	Title III 4000-4999: Books And Supplies Reclassification Awards

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

Strategy/Activity

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

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

All Students

Strategy/Activity

Across All Learning Platforms: Use MyOn and Lexia Programs to support literacy and reading comprehension through access on 1:1 devices.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	District Funded None Specified MyOn Digital Library
0	District Funded None Specified Lexia

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.

All students

Strategy/Activity

Across All Learning Platforms:

Extra clerical support will be provided for special school events (i.e conferences, meetings, opening and closing of the 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)
100	LCFF - Targeted 2000-2999: Classified Personnel Salaries Extra Clerical Support Salary
500	Title I 2000-2999: Classified Personnel Salaries Translator's Salary

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.

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.

All students, GATE students

Strategy/Activity

Across All Learning Platforms:

Interventions and Enrichment:
- Provide Before and After School Tutoring.
- Provide STEAM Enrichment.

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

Amount(s)	Source(s)
3000	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Before and After School Support Teacher Salary

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.

Amount(s)	Source(s)

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 data above was reviewed through the lens of the school closure on March 13, 2020 which resulted in distance learning and assessing. Regular end of the year assessments were not given, thus causing us to use previous data for the CAASPP. The STAR 360 data is current to this academic year, but was administered virtually. Though this did provide us with a baseline there is cause to question its validity since teachers were not able to ensure a secure testing environment that was free from distractions and/or assistance. Nevertheless, these scores are being used to set mid and end of the year goals.

Though we did see improvement in midyear STAR Math, not reflected above, we noted that the STAR Math requires little demonstration on the students' part to explain their thinking. This is an essential part to the CAASPP. To support math, our students will use math journals to share their thinking and math talks. Teachers will support writing all the way around through writing instruction and student feedback.

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 significant differences in the intended implementation of last year's SPSA. March 12, 2020 was the last day our students were on campus fact to face. As a result, the following strategies/activities were not implement or altered, thus resulting in a change in expenditures that were reassigned the Oxnard School District general fund:
1. The Reading Specialist provided services virtually.
2. Several students were inconsistent with instruction despite efforts to contact them.
3. Reclassified students were not provided with the awards due to the school closure.
4. There was an increase of students who were falling behind academics due to the closure.
5. Students identified in the Child Find process will continue to be support through the MTSS process.

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 the upcoming year, teachers will closely look at instruction, data, and intervention through the Cycle of Inquiry in English Language Arts and consider using another method for addressing student instructional needs. The site Leadership Team have committed to these cycles of inquiry for the purpose of improving instruction.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

These needs reflect either Distance Learning and/or Face to Face Learning Platforms:

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

These needs reflect either Distance Learning and/or Face to Face Learning Platforms:

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
1. Chronic Absenteeism	In 2018-2019, 11.7% of the students were identified as Chronic Absentees.	Decrease the amount of Chronic Absentees by 2%.
2. Referrals to Office	In 2018-2019, 385 Referrals from TK to 5th Grade were made to the office.	Decrease the amount of office referrals by 10%.
3. Suspensions	In 2018-2019, 3.64% Suspensions were on the rise in the past year.	Reduce the amount of suspensions by 10%.
4. Healthy Kids Survey	In 2018-2019, 41% of students stated that "adults really care about every student." 29% stated "adults acknowledge and pay attention to students."	Increase the amount of students who score higher on areas related to connections with others and positive relationships on campus by 10%.
5. Panorama Student Survey	District baseline	Increase academic and socio-emotional well-being for students at site.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Student Competencies Grades 3-5 • Growth mindset appears to be relative strength but it is much less a strength when comparing to high poverty elementary students across the nation • Self management is a relative weakness and a keystone skill for success. Site will have a new baseline this year.	

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

Across All Learning Platforms:

Implementation of PBIS school-wide and CHAMPS in common areas, such as, bathrooms, cafeteria, and hallways and online.
Staff will fully implement CHAMPs in all grade levels using all components of the program for Positive Behavior Support.
Establish school guidelines and implement throughout campus.

Coordinate Student Leadership Team 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)

500	LCFF - Targeted 4000-4999: Books And Supplies Materials
500	LCFF - Targeted 4000-4999: Books And Supplies Student Leadership Team Meeting

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

Across All Learning Platforms: Ensure confidentiality of documents and sensitive student information.

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

Amount(s)	Source(s)
600	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Contract for Shredding Services

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

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

Strategy/Activity

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

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

All students

Strategy/Activity

Across All Learning Platforms: Hold CHAMPS & Guidelines assemblies every six to eight weeks.

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

Amount(s)	Source(s)
200	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Assemblies from outside agency; others in house
50	LCFF - Targeted 4000-4999: Books And Supplies Supplies

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

Across All Learning Platforms:

Outreach Consultant will support students by assisting families and students with support in logging into academic apps and Canvas.
Outreach Consultant will support students by coordinating services needed at school and by helping families access social services in the community.

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

Amount(s)	Source(s)
0	District Funded None Specified Outreach Coordinator Salary

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

Across All Learning Platforms:

Referrals from teachers, students and parents to Site Counselor for student individual or small group counseling will be received and students will be placed in a appropriate sessions.
Student discipline data will be monitored at intervals throughout the year to determine students/families who will receive referral to outside agencies from ORC or support from the Site Counselor.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	District Funded None Specified Monitor student discipline data

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

Across All Learning Platforms:

Maintain a site Positive Behavior Intervention Support (PBIS) committee to lead school in implementation of multi-tiered system of support for behavior and social/emotional skill development at all school sites.
Staff (Certificated and Classified) Book Study on "Hacking School Discipline: 9 Ways to Create a Culture of Empathy and Responsibility Using Restorative Justice (Hack Learning Series)"

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

Amount(s)	Source(s)
750	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures Teacher PD
250	LCFF - Targeted 4000-4999: Books And Supplies Counseling Materials
800	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Substitutes for PBIS CHAMPs classroom observation
900	LCFF - Targeted 4000-4999: Books And Supplies Book
3000	LCFF - Targeted 2000-2999: Classified Personnel Salaries 5 Book Club Meetings; 20 Classified Staff
6500	LCFF - Targeted 1000-1999: Certificated Personnel Salaries 5 Book Club Meetings; 20 Classified Staff

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

Across All Learning Platforms:

All staff and students will participate in monthly emergency drills and annual earthquake drills.
A school-wide evacuation drill will be conducted annually.
A student reunification exercise will be conducted in the Spring.

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

Amount(s)	Source(s)
500	LCFF - Targeted 4000-4999: Books And Supplies Materials

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

Across All Learning Platforms:

The School Comprehensive Safety Plan Committee Leadership Team will monitor the Comprehensive Safety Plan and make revisions as necessary.

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

Amount(s)   Source(s)

0	District Funded 5800: Professional/Consulting Services And Operating Expenditures No cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Across All Learning Platforms:

Student attendance will be monitored. Incentives for good attendance will be provided to individual students and 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)
3000	LCFF - Targeted 4000-4999: Books And Supplies Incentives

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

Across All Learning Platforms:

Campus Assistants work to support student supervision before school, during recess and lunch, and at dismissal.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)   Source(s)

5000	LCFF - Targeted 2000-2999: Classified Personnel Salaries Three Campus minutes increase of hour of 15 minutes each
250	LCFF - Targeted 5800: Professional/Consulting Services And Operating Expenditures CHAMPs Professional Development for Campus Assistants

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

Across All Learning Platforms: Students, Staff, and Parents will participate in the California Healthy Kids Survey, California School Staff Survey, California School Parent Survey and Panorama for data collection related to social-emotional health and school climate.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	District Funded None Specified Parent Survey

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.

All students

Strategy/Activity

Across All Learning Platforms:

Offer enrichment to student to support positive relationships and a positive culture amongst 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)
3756	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Teacher Salary
1000	LCFF - Targeted 4000-4999: Books And Supplies Materials

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

Across All Learning Platforms:

Provide staff training for implementation of NCPI practices for students needing immediate intervention for safety of self and others.

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

Amount(s)	Source(s)
1000	LCFF - Targeted 2000-2999: Classified Personnel Salaries Staff Training
500	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Certificated Subs

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.

All students

Strategy/Activity

Across All Learning Platforms:

Provide training to students, staff, and parents on Disaster Preparedness.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	District Funded 2000-2999: Classified Personnel Salaries No Cost

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

Foster and Homeless Students

Strategy/Activity

Across All Learning Platforms: The site Counselor and/or ORC will provide: individual and/or small group counseling, support for Foster and Homeless students and lessons in the classrooms on Positive Behavior and conflict resolution skills.

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

Amount(s)	Source(s)
500	LCFF - Intervention 4000-4999: Books And Supplies Materials

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

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 23

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

Strategy/Activity

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

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

Strategy/Activity

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

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

Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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 data above was reviewed through the lens of the school closure on March 13, 2020 that resulted in distance learning and assessing.
McAullife has currently 592 students currently enrolled in the TK-5th grade classes. It's population is a mixture of ethnicities, languages and socio-economic statuses. Approximately 40% of students enrolled are designated as overflow or transfer students. In 2018-19 students rated higher in one

area on the Healthy Kids survey; but lower in three other significant areas. The higher area was in perceived safety. The lower areas were caring relationships, meaningful relationships and school connectedness. Regardless of the demographics, the site is seeing an increase of students needing social/emotional support. This is seen by the increase of referrals made to Ventura County Behavior Health, the SARB process and site/school counseling.

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 significant differences in the intended implementation of last year's SPSA. March 12, 2020 was the last day our students were on campus fact to face. As a result, the following strategies/activities were not implement, thus resulting in a change in expenditures that were reassigned the Oxnard School District general fund:
1. Second trimester awards, incentives and assemblies were not held for attendance, PBIS, and assemblies.
2. The end of the year school evacuation did not take place. However, on January 23, 2020 our school experienced a traumatic incident that lead us to have a mass dismissal of students. This gave our site an opportunity to access what the needs for our campus was in terms of releasing students.
3. Due to the school closure, our efforts to connect and support students through phone calls and home visits increased significantly.

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.

Depending on the student, Goal Two takes the priority in that is seeks to ensure the well-being of students first and foremost. Since the pandemic, we have seen the needs of families shift as more of them are in need of basic needs and resources for mental and emotional health. This has caused a realignment of tasks for staff, sharing of additional resources to parents, increased home sites, and academic/technology support to families. At the writing of this plan our students are taking the Panorama Survey. The results of this survey will further guide resources needed by families and school strategies.

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

These needs reflect either Distance Learning and/or Face to Face Learning Platforms:

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
Coffee with the Principal Participation	In 2018-2019 an average of 12 parents attended Coffee with the Principal.	Increase parent attendance to an average of 25 in attendance.
ELAC Sponsored Parent Events Sign-in Sheets	In 2018-19 an average of on parent attended ELAC meetings.	Increase parent attendance to an average of 15 in attendance.
Healthy Kids Survey Parent Completion	In 2018-19 an insignificant number of parents completed the Healthy Kids Survey.	Increase parent participation in completed the survey. The information gathered will guide our school site in supporting parents.

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 in 1st through 5th grade

Strategy/Activity

Across All Learning Platforms:

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

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

Amount(s)	Source(s)
0	District Funded 2000-2999: Classified Personnel Salaries No cost

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

All students

Strategy/Activity

Across All Learning Platforms:

Provide support for parents, staff, and students in the area of attendance and engagement.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	Centralized Services 2000-2999: Classified Personnel Salaries Outreach Consultant Salary (see Goal 2)

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

Across All Learning Platforms:

School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	Centralized Services 2000-2999: Classified Personnel Salaries Counselor salary (see Goal 2)

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.

Transitional/Kindergarten and New Students

Strategy/Activity

Across All Learning Platforms:

Transitional/Kindergarten and New Students to McAuliffe Orientation.
All students to have an orientation at the beginning of the school year as we begin remote 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)
0	LCFF - Targeted 1000-1999: Certificated Personnel Salaries Orientation Night

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

Across All Learning Platforms:

Conduct parent workshops "Fast Forward to College: K-15 COLLEGE KNOWLEDGE"

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

Amount(s)	Source(s)
250	Title III 4000-4999: Books And Supplies UC Berkeley Curriculum
1500	Title III 1000-1999: Certificated Personnel Salaries Counselor Salary
750	Title III 2000-2999: Classified Personnel Salaries ORC Salary

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

Across All Learning Platforms:

Promote our site theme of "We Belong" by focusing on events that highlight diversity, inclusion and acceptance of all people groups.
1. 5 Student Book Clubs for TK-5 grades that focus on diversity for 100 students
2. Two school assemblies

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

Amount(s)	Source(s)
3088	Title I 4000-4999: Books And Supplies Student books on diversity
1080	Title I

	2000-2999: Classified Personnel Salaries Librarian Salary
3000	Title I 5000-5999: Services And Other Operating Expenditures Assembly Cost

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

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

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

Across All Learning Platforms: Maintain effective communication with parents using the Ed Connect system and translation services. Increase communication via McAuliffe Website.

Use social media to promote teaching and learning activities and school-wide events. This includes using PeachJar to share announcements.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	District Funded 5000-5999: Services And Other Operating Expenditures Connect Ed
0	District Funded 5000-5999: Services And Other Operating Expenditures Website
250	Title I 5000-5999: Services And Other Operating Expenditures Online Subscription for Social Media

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

Across All Learning Platforms:

Conduct parent meetings such as: Title 1 meetings, ELAC, Coffee with the Principal, and Elementary to Middle School Transition 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)
250	Title I 4000-4999: Books And Supplies Parent Involvement Meetings Coffee w/ the Principal
250	Title III

	2000-2999: Classified Personnel Salaries Child Care
250	Title III 4000-4999: Books And Supplies ELAC Snacks

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

Strategy/Activity

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

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)
This goal pertains to all students including the following special population groups: English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, GATE.

All students

Strategy/Activity

| Across All Learning Platforms:

Develop, implement ad distribute the Parent Involvement Policy and School Compact with input from stakeholders - School Site Council, English Learner Advisory Committee, Parent Teacher Association, and Title 1 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)
250	Title III 4000-4999: Books And Supplies Materials
250	Title III 2000-2999: Classified Personnel Salaries Babysitting
111	Title III

	4000-4999: Books And Supplies Snacks

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.

The data above was reviewed through the lens of the school closure on March 13, 2020 that resulted in distance learning and assessing.
Parents have not historically responded with high attendance to parent workshops and or school meetings at our site. However, observations of meetings held by the district with regards to remote learning have shown McAuliffe parents in attendance. Due to the new schedule and possible

Hybrid Schedule increased meetings and parent workshops are being offered through Zoom or video. These include how to access Canvas and next steps for returning to school. To promote a college going school, a series of workshops will be offered from UC Berkeley on college preparation. Moreover, ELAC parents have requested for tips on how to motivate and guide their students at home through remote 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.

There are significant difference in the intended implementation of last year's SPSA. March 12, 2020 was the last day our students were on campus fact to face. As a result, the following strategies/activities were not implement, thus resulting in a change in expenditures that were reassigned the Oxnard School District general fund:
1. More social-emotional supports are needed by families and parents.
2. The needs have the potential to fluctuate throughout the year.
3. Workshops will be offered via Zoom.
4. Other supports will be offered by out ORC and site Counselor.

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.

As mentioned above, the social-emotional supports needed by families is growing and fluctuates. Since Parents are held in high esteem at McAuliffe not only because they provide nurture and a sense of well-being in the children, but because they are a voice for setting a positive mindset towards learning. Continued efforts will be made to support and cultivate the home/school connection to a greater degree. The use of social media to promote events and provide tools will be increased this year.
We feel the need to incorpoarte the partnership with parents as we address issues of social justice and race in society/within America these days. We are inviting them to particpate with their children in the We Belong book club offered by the School Librarian.

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	$54,307
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	$181,890.00

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	$45,568.00
Title III	$8,739.00

Subtotal of additional federal funds included for this school: $54,307.00

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 ($)
Centralized Services	$0.00
Discretionary	$40,363.00
District Funded	$0.00
LCFF - Intervention	$33,604.00
LCFF - Targeted	$53,616.00

Subtotal of state or local funds included for this school: $127,583.00

Total of federal, state, and/or local funds for this school: $181,890.00

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	40,363.00	0.00
Title I	45,568.00	0.00
Title III	8,739.00	0.00
LCFF - Targeted	53,616.00	0.00
LCFF - Intervention	33,604.00	0.00

Expenditures by Funding Source

Funding Source	Amount
Centralized Services	0.00
Discretionary	40,363.00
District Funded	0.00
LCFF - Intervention	33,604.00
LCFF - Targeted	53,616.00
Title I	45,568.00
Title III	8,739.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Centralized Services	0.00
4000-4999: Books And Supplies	Discretionary	37,238.00
5000-5999: Services And Other Operating Expenditures	Discretionary	125.00
None Specified	Discretionary	3,000.00
1000-1999: Certificated Personnel Salaries	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00

5000-5999: Services And Other Operating Expenditures	District Funded	0.00
5800: Professional/Consulting Services And Operating Expenditures	District Funded	0.00
None Specified	District Funded	0.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	30,500.00
4000-4999: Books And Supplies	LCFF - Intervention	3,104.00
1000-1999: Certificated Personnel Salaries	LCFF - Targeted	25,356.00
2000-2999: Classified Personnel Salaries	LCFF - Targeted	9,600.00
4000-4999: Books And Supplies	LCFF - Targeted	14,561.00
5000-5999: Services And Other Operating Expenditures	LCFF - Targeted	2,299.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Targeted	1,800.00
1000-1999: Certificated Personnel Salaries	Title I	4,240.00
2000-2999: Classified Personnel Salaries	Title I	8,455.00
4000-4999: Books And Supplies	Title I	29,623.00
5000-5999: Services And Other Operating Expenditures	Title I	3,250.00
1000-1999: Certificated Personnel Salaries	Title III	2,739.00
2000-2999: Classified Personnel Salaries	Title III	1,250.00
4000-4999: Books And Supplies	Title III	4,750.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	141,055.00
Goal 2	29,556.00
Goal 3	11,279.00

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
Mary Elisondo	Principal
Sara Cervantes	Classroom Teacher
Maria Liston	Classroom Teacher
Taylor Lumas	Classroom Teacher
Heidi Trevisan	Other School Staff
Ellis L. Green	Parent or Community Member
Lola Brisco	Parent or Community Member
Valerie Garcia	Parent or Community Member
Marylove Gonzalez	Parent or Community Member
Jessica Gomez	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 October 1, 2020.

Attested:

	Principal, Mary Arias Elisondo on 10/1/2020
	SSC Chairperson, Taylor Lumas on 10/1/2020

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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