School Year: **2021-22**

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

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
  The purpose of the SPSA is to coordinate all educational services at the school.

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.

MIHFA's SPSA plan has been developed in alignment with the VCUSD's LCAP goals as well as other federal, state, and local programs through a process outlined in the document.

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Comprehensive Needs Assessment Components

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

Surveys
This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Student surveys were taken in the 4-8 classrooms by teachers. These surveys documented areas of concern and need as seen by the students. Teachers were surveyed using a Stop, Keep, and Start protocol. Parents of our 5th and 7th grade participate in the California Healthy Kids survey and the results are shared with the site. Our parents participate in several surveys throughout the year, primarily focused on the district as a whole and in developing the district LCAP. which is then distributed to our school. Our site offers many opportunities for input through our ELAC and SSC meetings. The results of the survey is reflected in our SPSA such as utilize funding for additin school day interventions and increase Arts offerings.

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

We have three types of classroom observations throughout the year. Our general walk throughs occur weekly and every teacher is observed. The purpose of these is to insure that our school focus areas are being addressed and to offer frequent feedback to teachers regarding implementation of the professional development and expectations. For coaching purposes we have peer observations where teachers observe master teachers. This form of observation helps to improve teacher effectiveness in the classroom through peer to peer coaching. Our third type of observation is the formal evaluation. Teachers requiring an evaluation will be observed between one to two times formally. These observations result in one to one meetings and a final evaluation.

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

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

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

Standards, Assessment, and Accountability

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

Through the use of local baseline assessments given at the start of the shool year and the end of year state data MIHFA teachers identify students in each of the three areas: Not meeting performance goals, Meeting performance goals, exceeding performance goals. During bi-weekly collaboration cohorts meet to discuss strategies for small group instruction to address each need.This work is on-going as students make progress as determined by formative and summative assessments.

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

Our cohort teams meet regularly assisted by our Teacher Leader to assess progress and monitor student achievement.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

MIHFA staff are all highly qualified multiple subject teachers

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

MIHFA uses State Bar of Education adopted material for all of its core subjects. All teachers have been provide professional development on how to use the materials effectively in their classrooms.

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

The staff professional development takes on two phases. The first is done at the district level for all content specific new adoptions as well as specific offerings on best practices. At the school level all professional development aligns to our LCAP goals and are standards based.

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

MIHFA has a full time Teacher Leader

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

Teachers at MIHFA meet at least twice a month during distance learning for an hour in cohort to review assessment data and student work to design lessons and share best practices

Teaching and Learning

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

MIHFA cohorts meet regularly to discuss curriculum.

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

MIHFA meets the minimum instructional minutes for both English Language Arts and Mathematics.

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

MIHFA teachers build in intervention time for students who are below standards as measured by formative and summative assessments.

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

Standards based instructional materials are used in all classrooms and available for all students.

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

All materials used at MIHFA have been approved by the State Board of Education

Opportunity and Equal Educational Access

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

MIHFA provides services for all under performing students to meet standards. Small group instruction is designed into the school day in all classrooms and on line intervention curriculum is provided.

Evidence-based educational practices to raise student achievement

All students requiring intervention receive research based instruction in order to raise student achievement.

Parental Engagement

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

As a Full Service Community School MIHFA has a number of resources available to under-achieving students. We have an Academic Support Provider who meets regularly with teachers to identify students and families in need of services. We will conduct a Family night where community resources are featured for parent information. This will be based on COVID-19 restrictions.   A Care Team is being implemented to provide resources for our families. These members include the Principal, Teacher Leader, School Psychologist, Resource teacher, a classroom teacher, and the Parent Liaison.

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)

MIHFA has a School Site Council which meets to plan, implement, and evaluate all ConnApp programs.

Funding

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

MIHFA uses it's funds to provide direct services to students who are under performing. MIHFA is currently working in the three goal areas of social emotional learning, ELA and math academics, and parent engagement

Fiscal support (EPC)

The school's general and categorical funds are coordinated, prioritized, and allocated to align with the full implementation of the district and LCAP goals in ELA and ELD, mathematics, and the School Plan for 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

1.School Site Councils have developed and approved, and will monitor the plan, to be known as the Single Plan for Student
Achievement for schools participating in programs funded through the consolidated application process. This committee meets at least 5 times throughout the year.
2. School plans must be developed "with the review, certification, and advice of any applicable school advisory committees" which is the ELAC committee.
3. The content of the plan must be aligned with school goals for improving student achievement.
4. The plan must be reviewed annually and updated, including proposed categorical expenditures of funds allocated to the school
through the consolidated application, by the School Site Council.
5. Plans must be reviewed and approved by the governing board of the local educational agency "whenever there are material

changes that affect the academic programs for students covered by programs" funded through the consolidates application.

Resource Inequities

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

MIHFA is located on Mare Island and many students cannot attend due to transportation issues .Although chronic absenteeism has a detrimental effect on student achievement, those effects are largest on under-performing students. Despite this correlation, attendance monitoring and intervention resources are currently applied and processed the same for all students. Equitable allocation of resources will be made to provide
tiered supports based on student need including additional monitoring; parent education and awareness campaign; home visits and the use of the parent liaison communicating with families and individual referrals for school linked services or truancy intervention based on individual student needs

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	**Percent of Enrollment**			**Number of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
American Indian	0.47%	0.78%	0.2%	2	3	1
African American	25.59%	24.35%	22.8%	108	94	97
Asian	2.37%	1.3%	0.5%	10	5	2
Filipino	4.03%	3.63%	4.9%	17	14	21
Hispanic/Latino	53.79%	58.03%	60.8%	227	224	259
Pacific Islander	1.66%	1.3%	0.7%	7	5	3
White	7.35%	7.51%	6.6%	31	29	28
Multiple/No Response	%	0.52%	2.6%		10	11
			Total Enrollment	422	386	426

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	**Number of Students**		
	18-19	**19-20**	**20-21**
Kindergarten	42	45	29
Grade 1	35	47	50
Grade 2	42	35	53
Grade3	49	43	37
Grade 4	54	42	49
Grade 5	47	45	44
Grade 6	54	42	58
Grade 7	47	54	49
Grade 8	52	33	57
Total Enrollment	422	386	426

Conclusions based on this data:

1. Student enrollment has increased in 2020-21

2. MIHFA Ethnic break down remains constant

3. Challenges: Large class sizes

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	97	104	120	23.0%	26.9%	28.2%
Fluent English Proficient (FEP)	57	58	54	13.5%	15.0%	12.7%
Reclassified Fluent English Proficient	0	22	2	0.0%	22.7%	1.9%

Conclusions based on this data:

1. Our student demographics is made up of two significant groups: Latino/Hispanics 51% and African American students make up 32%. Of our largest subgroup approximately 90 of our Hispanic students are English learners and of which approximately 50 students have not reached English proficiency. Our most recent CAASPP data reflects that we met our target growth in 3 out of the 4 subgroups. Our EL students showed growth in Math increasing 9%. School wide, ELA showed only moderate growth. Our attendance remained at 92.6% which is not significant to attribute to any factors, but we have listed a few viable incentives in our action place to maintain and improve attendance.
Challenges: We continue to be challenged by our 2nd Language Learners and our struggling readers. We are also challenged by a small portion of our population who are chronically absent. Some of these families are transient which influences their ability to be in school and access curricula.

2. The number of Fluent English Proficient Learners decreased significantly.

3. The number of reclassifications dropped significantly due to the lack of support for EL's through distance learning and lack of engagement from the students.

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	45	50	49	44	49	49	44	49	49	97.8	98	100
Grade 4	52	47	48	52	46	48	52	46	48	100	97.9	100
Grade 5	63	46	43	59	46	42	59	46	42	93.7	100	97.7
Grade 6	54	50	54	54	48	52	54	48	52	100	96	96.3
Grade 7	56	55	43	55	54	41	55	54	40	98.2	98.2	95.3
Grade 8	53	49	49	51	48	47	51	48	47	96.2	98	95.9
All Grades	323	297	286	315	291	279	315	291	278	97.5	98	97.6

* 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	2351.	2371.	2367.	6.82	6.12	6.12	11.36	22.45	12.24	18.18	22.45	32.65	63.64	48.98	48.98
Grade 4	2374.	2410.	2426.	9.62	17.39	12.50	5.77	10.87	27.08	9.62	6.52	14.58	75.00	65.22	45.83
Grade 5	2434.	2412.	2442.	6.78	2.17	4.76	16.95	15.22	21.43	20.34	17.39	19.05	55.93	65.22	54.76
Grade 6	2463.	2450.	2468.	1.85	2.08	5.77	24.07	10.42	19.23	22.22	35.42	28.85	51.85	52.08	46.15
Grade 7	2484.	2504.	2548.	1.82	1.85	17.50	20.00	31.48	32.50	38.18	25.93	30.00	40.00	40.74	20.00
Grade 8	2503.	2485.	2527.	3.92	0.00	4.26	23.53	20.83	31.91	27.45	25.00	27.66	45.10	54.17	36.17
All Grades	N/A	N/A	N/A	5.08	4.81	8.27	17.14	18.90	23.74	22.86	22.34	25.54	54.92	53.95	42.45

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	4.55	8.16	8.16	29.55	42.86	46.94	65.91	48.98	44.90
Grade 4	9.62	21.74	12.50	32.69	28.26	56.25	57.69	50.00	31.25
Grade 5	6.78	6.52	11.90	28.81	39.13	38.10	64.41	54.35	50.00
Grade 6	12.96	4.17	11.76	37.04	33.33	37.25	50.00	62.50	50.98
Grade 7	7.27	9.26	22.50	43.64	40.74	52.50	49.09	50.00	25.00
Grade 8	9.80	8.33	12.77	37.25	37.50	44.68	52.94	54.17	42.55
All Grades	8.57	9.62	13.00	34.92	37.11	45.85	56.51	53.26	41.16

Writing Producing clear and purposeful writing								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.09	6.12	8.16	29.55	42.86	44.90	61.36	51.02	46.94
Grade 4	5.77	15.22	10.64	25.00	28.26	44.68	69.23	56.52	44.68
Grade 5	12.07	6.52	9.52	53.45	26.09	40.48	34.48	67.39	50.00
Grade 6	7.41	4.17	7.84	35.19	31.25	33.33	57.41	64.58	58.82
Grade 7	7.27	18.87	15.00	52.73	47.17	65.00	40.00	33.96	20.00
Grade 8	1.96	6.52	11.11	49.02	39.13	57.78	49.02	54.35	31.11
All Grades	7.32	9.72	10.22	41.40	36.11	47.08	51.27	54.17	42.70

Listening Demonstrating effective communication skills								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.82	14.29	10.20	43.18	63.27	63.27	50.00	22.45	26.53
Grade 4	3.85	13.04	14.58	46.15	54.35	60.42	50.00	32.61	25.00
Grade 5	5.08	2.17	2.38	62.71	52.17	66.67	32.20	45.65	30.95
Grade 6	7.41	0.00	11.76	70.37	64.58	60.78	22.22	35.42	27.45
Grade 7	0.00	5.66	15.00	63.64	58.49	62.50	36.36	35.85	22.50
Grade 8	5.88	4.17	14.89	58.82	60.42	68.09	35.29	35.42	17.02
All Grades	4.76	6.55	11.55	58.10	58.97	63.54	37.14	34.48	24.91

Research/Inquiry Investigating, analyzing, and presenting information								
	% Above Standard			% At or Near Standard			% Below Standard		
Grade Level	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	9.09	6.12	2.04	27.27	44.90	53.06	63.64	48.98	44.90
Grade 4	13.46	13.04	4.17	26.92	34.78	52.08	59.62	52.17	43.75
Grade 5	6.78	4.35	11.90	40.68	34.78	40.48	52.54	60.87	47.62
Grade 6	5.56	6.25	7.84	48.15	54.17	52.94	46.30	39.58	39.22
Grade 7	7.27	16.98	25.00	49.09	52.83	55.00	43.64	30.19	20.00
Grade 8	13.73	2.13	14.89	41.18	61.70	42.55	45.10	36.17	42.55
All Grades	9.21	8.30	10.47	39.37	47.40	49.46	51.43	44.29	40.07

Conclusions based on this data:

1. Over all our CASSPP scores show over 50% of our students below standards during the 18-19 school year.

2. Areas of strength are 7th graders had more students in above standards and at or near standards overall than other grades in 18-19 school year.

3. CAASPP was not given during the 2020-21 school year.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45	50	49	43	49	48	43	49	48	95.6	98	98
Grade 4	52	48	48	52	45	46	51	45	46	100	93.8	95.8
Grade 5	64	46	43	60	44	41	60	44	41	93.8	95.7	95.3
Grade 6	54	50	54	54	48	51	54	48	50	100	96	94.4
Grade 7	56	55	43	55	55	40	55	55	40	98.2	100	93
Grade 8	53	49	49	52	49	47	51	49	47	98.1	100	95.9
All Grades	324	298	286	316	290	273	314	290	272	97.5	97.3	95.5

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

Overall Achievement for All Students																		
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2354.	2387.	2371.	4.65	4.08	2.08	11.63	24.49	16.67	13.95	22.45	33.33	69.77	48.98	47.92
Grade 4	2386.	2410.	2438.	0.00	2.22	8.70	7.84	17.78	23.91	27.45	31.11	30.43	64.71	48.89	36.96
Grade 5	2429.	2390.	2433.	5.00	0.00	7.32	8.33	4.55	7.32	23.33	15.91	26.83	63.33	79.55	58.54
Grade 6	2451.	2472.	2452.	5.56	6.25	4.00	11.11	18.75	12.00	29.63	27.08	26.00	53.70	47.92	58.00
Grade 7	2467.	2474.	2504.	1.82	5.45	10.00	16.36	5.45	22.50	27.27	34.55	35.00	54.55	54.55	32.50
Grade 8	2476.	2490.	2498.	5.88	4.08	4.26	7.84	10.20	14.89	17.65	30.61	31.91	68.63	55.10	48.94
All Grades	N/A	N/A	N/A	3.82	3.79	5.88	10.51	13.45	16.18	23.57	27.24	30.51	62.10	55.52	47.43

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	4.65	16.33	8.33	23.26	28.57	37.50	72.09	55.10	54.17
Grade 4	5.88	6.67	17.39	17.65	22.22	26.09	76.47	71.11	56.52
Grade 5	5.00	0.00	9.76	16.67	11.36	21.95	78.33	88.64	68.29
Grade 6	7.41	14.58	10.00	33.33	29.17	24.00	59.26	56.25	66.00
Grade 7	5.45	5.56	17.50	21.82	24.07	32.50	72.73	70.37	50.00
Grade 8	5.88	12.24	8.51	25.49	20.41	27.66	68.63	67.35	63.83
All Grades	5.73	9.34	11.76	22.93	22.84	28.31	71.34	67.82	59.93

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	6.98	8.16	4.17	25.58	36.73	45.83	67.44	55.10	50.00
Grade 4	0.00	6.67	13.04	37.25	37.78	43.48	62.75	55.56	43.48
Grade 5	5.00	4.55	9.76	33.33	18.18	31.71	61.67	77.27	58.54
Grade 6	5.56	4.17	2.00	25.93	41.67	32.00	68.52	54.17	66.00
Grade 7	5.45	5.45	10.00	41.82	38.18	50.00	52.73	56.36	40.00
Grade 8	3.92	4.08	6.38	25.49	48.98	40.43	70.59	46.94	53.19
All Grades	4.46	5.52	7.35	31.85	37.24	40.44	63.69	57.24	52.21

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	9.30	12.24	6.25	34.88	42.86	52.08	55.81	44.90	41.67
Grade 4	3.92	2.22	13.04	29.41	44.44	43.48	66.67	53.33	43.48
Grade 5	6.67	0.00	7.32	31.67	22.73	36.59	61.67	77.27	56.10
Grade 6	3.70	10.42	2.00	42.59	33.33	48.00	53.70	56.25	50.00
Grade 7	5.45	5.56	15.00	43.64	57.41	52.50	50.91	37.04	32.50
Grade 8	5.88	10.20	8.51	45.10	59.18	51.06	49.02	30.61	40.43
All Grades	5.73	6.92	8.46	37.90	43.94	47.43	56.37	49.13	44.12

Conclusions based on this data:

1. The school's participation rate of the CAASPP decreased during the year 18-19.

2. The overall scores of Math have increased for students who are below standards during the 18-19 school year.

3. CAASPP was not given during the 2020-21 school year.

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	1410.2	1421.4	1421.2	1428.0	1384.2	1406.0	13	13
Grade 1	1465.1	*	1458.6	*	1471.2	*	14	8
Grade 2	1467.6	*	1471.1	*	1463.5	*	13	8
Grade 3	1493.9	1463.9	1500.6	1473.5	1486.8	1453.7	12	14
Grade 4	1490.6	*	1489.0	*	1491.7	*	12	9
Grade 5	1505.5	1526.1	1507.3	1526.4	1503.3	1525.5	15	12
Grade 6	*	1557.9	*	1576.5	*	1538.8	*	12
Grade 7	*	*	*	*	*	*	*	4
Grade 8	*	*	*	*	*	*	*	*
All Grades							95	81

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	*	23.08	*	7.69	*	38.46	*	30.77	13	13
1	*	*	*	*	*	*		*	14	*
2	*	*	*	*	*	*	*	*	13	*
3	*	0.00	*	35.71	*	35.71	*	28.57	12	14
4	*	*	*	*	*	*	*	*	12	*
5	*	16.67	*	58.33	*	8.33	*	16.67	15	12
6	*	25.00	*	58.33	*	16.67		0.00	*	12
7	*	*	*	*		*		*	*	*
8	*	*	*	*	*	*		*	*	*
All Grades	23.16	19.75	36.84	35.80	28.42	28.40	11.58	16.05	95	81

	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	*	23.08	*	30.77	*	15.38	*	30.77	13	13
1	*	*	*	*	*	*		*	14	*
2	*	*	*	*	*	*	*	*	13	*
3	*	14.29	*	42.86	*	21.43	*	21.43	12	14
4	*	*	*	*	*	*	*	*	12	*
5	*	41.67	*	41.67	*	0.00	*	16.67	15	12
6	*	50.00	*	50.00	*	0.00		0.00	*	12
8	*	*	*	*	*	*		*	*	*
All Grades	43.16	32.10	31.58	41.98	14.74	11.11	*	14.81	95	81

	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	*	15.38	*	0.00	*	69.23	*	15.38	13	13
1	*	*	*	*	*	*		*	14	*
2	*	*	*	*	*	*	*	*	13	*
3	*	0.00	*	0.00	*	50.00	*	50.00	12	14
4		*	*	*	*	*	*	*	12	*
5		0.00	*	16.67	*	66.67	*	16.67	15	12
6		8.33	*	25.00	*	58.33	*	8.33	*	12
7	*	*	*	*	*	*		*	*	*
8		*	*	*	*	*	*	*	*	*
All Grades	15.79	11.11	24.21	12.35	31.58	51.85	28.42	24.69	95	81

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	*	23.08	*	38.46	*	38.46	13	13
1	*	*	*	*		*	14	*
2	*	*	*	*	*	*	13	*
3	*	7.14	*	78.57	*	14.29	12	14
4	*	*	*	*	*	*	12	*
5	*	8.33	80.00	75.00		16.67	15	12
6	*	16.67	*	83.33		0.00	*	12
All Grades	35.79	20.99	57.89	62.96	*	16.05	95	81

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	*	38.46	*	38.46	*	23.08	13	13
1	*	*	*	*	*	*	14	*
2	*	*	*	*	*	*	13	*
3	*	42.86	*	35.71	*	21.43	12	14
4	*	*	*	*	*	*	12	*
5	*	75.00	*	16.67	*	8.33	15	12
6	*	83.33	*	16.67		0.00	*	12
All Grades	52.63	53.09	33.68	35.80	13.68	11.11	95	81

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	*	15.38	*	53.85	*	30.77	13	13
1	*	*	*	*	*	*	14	*
2	*	*	*	*	*	*	13	*
3	*	0.00	*	35.71	*	64.29	12	14
4		*	*	*	*	*	12	*
5		8.33	*	75.00	*	16.67	15	12
6	*	16.67	*	33.33	*	50.00	*	12
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
All Grades	17.89	12.35	41.05	51.85	41.05	35.80	95	81

	Writing Domain Percentage of Students by Domain Performance Level for All Students							
Grade Level	**Well Developed**		**Somewhat/Moderately**		**Beginning**		**Total Number of Students**	
	17-18	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**	**17-18**	**18-19**
K	*	30.77	*	53.85	*	15.38	13	13
1	*	*	*	*		*	14	*
2	*	*	*	*	*	*	13	*
3	*	0.00	*	71.43	*	28.57	12	14
4	*	*	*	*	*	*	12	*
5	*	8.33	73.33	75.00		16.67	15	12
6		33.33	*	66.67		0.00	*	12
All Grades	23.16	16.05	65.26	67.90	11.58	16.05	95	81

Conclusions based on this data:

1. The listening domain is the strongest area for our EL students with 89 out of 95 students Well Developed or Somewhat/Moderately during the 18-19 school year.

2. The writing and reading domains are weak with writing at 83 %somewhat/moderately or Beginning and reading at 86% in those categories which is an increase from 17-18.

3. There was not a complete ELPAC test given in 2020-21 school year.

School and Student Performance Data

Student Population

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
386	**82.6**	**26.9**	**0.5**
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	104	26.9
Foster Youth	2	0.5
Homeless	5	1.3
Socioeconomically Disadvantaged	319	82.6
Students with Disabilities	45	11.7

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	94	24.4
American Indian	3	0.8
Asian	5	1.3
Filipino	14	3.6
Hispanic	224	58.0
Two or More Races	10	2.6
Pacific Islander	5	1.3
White	29	7.5

Conclusions based on this data:

1. 82.6% of students socioeconomically disadvantages may require multiple resources to ensure equity in learning

2. 26.9% English Learners also indicate the need for additional resources to support students and families

3. There are 1.3% of reported homelessness

School and Student Performance Data

Overall Performance

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Yellow	**Chronic Absenteeism** Yellow	**Suspension Rate** Red
Mathematics Yellow		

Conclusions based on this data:

1. MIHFA continues to work with families to reduce the Chronic Absenteeism. The data indicates a need for more consistent out reach and additional resources for this effort

2. MIHFA has begun to improve our Academic performance in both ELA and math and must continue those actions that have produced the current trend

3. Updated dashboard information will be impacted by suspension of 2020 Spring State testing.

School and Student Performance Data

Academic Performance
English Language Arts
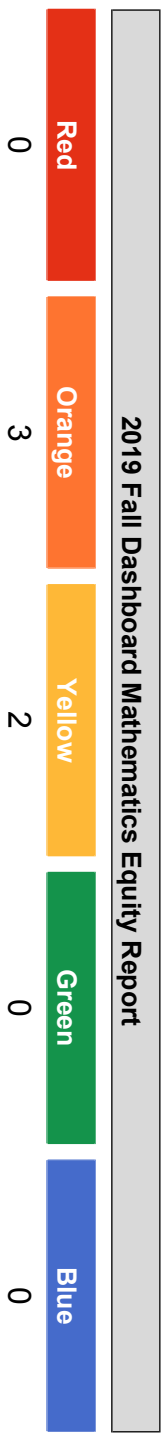
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance				Highest Performance
Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
0	2	3	0	0

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

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

All Students

Yellow

46.3 points below standard

Increased Significantly
++21.4 points

269

English Learners

Yellow

69 points below standard

Increased ++4.3 points

84

Foster Youth

No Performance Color

0 Students

Homeless

No Performance Color

Less than 11 Students - Data Not Displayed for Privacy

9

Socioeconomically Disadvantaged

Yellow

54.1 points below standard

Increased Significantly
++20.9 points

216

Students with Disabilities

Orange

105.7 points below standard

Increased ++9.9 points

33

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
70.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	25.3 points above standard
Increased Significantly ++27 points	1	4	12
70			

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	No Performance Color
51.1 points below standard	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	16 points below standard
Increased Significantly ++19.6 points	8	2	Increased Significantly ++27.8 points
151			21

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
110.2 points below standard	19.3 points below standard	43.2 points below standard
Increased ++9.6 points	Increased ++8.6 points	Increased Significantly ++28.3 points
46	38	157

Conclusions based on this data:

1. While MIHFA students continue to score in the lower two ranges we have made some significant increases among our Hispanic population, English Learners, Students with disabilities, and our socioeconomically disadvantage youth.

2. These increases imply that MIHFA has employed strategies and practices that have effect on the outcomes.

3. Due to COVD-19, state testing in Spring 2019-2020 was discontinued

School and Student Performance Data

Academic Performance
Mathematics

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance					Highest Performance
Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
0	3	2	0	0

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

2019 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
Yellow	Orange	
75.2 points below standard	88.4 points below standard	
Increased ++11.4 points	Maintained -0.3 points	
263	80	0

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
Less than 11 Students - Data Not Displayed for Privacy	81.8 points below standard	146.9 points below standard
	Increased ++12.4 points	Increased ++12 points
9	210	33

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange 105.2 points below standard Increased ++6.2 points 69	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4	No Performance Color 24 points below standard Maintained ++0.9 points 12

Hispanic	Two or More Races	Pacific Islander	White
Yellow 78.7 points below standard Increased ++13.8 points 147	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	No Performance Color 32.4 points below standard Increased Significantly ++25.8 points 20

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
128 points below standard Maintained ++1.5 points 45	37.4 points below standard Increased ++11.1 points 35	74.6 points below standard Increased Significantly ++15.5 points 155

Conclusions based on this data:

1. MIHFA Mathematics scores are stronger than the ELA scores. This is a data point that will be explored by the Leadership Team.

2. Our Students with Disabilities, African American and Hispanic populations continue to be performing at the lowest rates 146.2 points, 105.2 points and 78.7 points below standard. This improved from the previous year however, this is far below expectations for the school site.

3. Due to COVID-19, 2019-2020 Spring state testing was discontinued.

School and Student Performance Data

Academic Performance
English Learner Progress

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

54.8 making progress towards English language proficiency

Number of EL Students: 62

Performance Level: Low

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
17.7	27.4	3.2	51.6

Conclusions based on this data:

1. 54.8 % of our English Learners are level 4 or 3. It is important to determine which grade levels and which classes account for these numbers. Drilling down MIHFA could better identify strategies and practices that account for this data. Use of curriculum based materials need to be used to increase EL students performance.

2. The number of students still performing at levels 1 and 2 require specific attention and should be identified for intervention by our Bilingual tutor, teacher leader and principal.

3. Due to COVD-19,2020 Spring state testing was suspended..

School and Student Performance Data

Academic Performance
College/Career

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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:

1. N/A
2. N/A
3. N/A

School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance				Highest Performance
Red	Orange	Yellow	Green	Blue

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	4	2	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
Yellow	Orange	No Performance Color
25.2	28.2	Less than 11 Students - Data Not Displayed for Privacy
Declined Significantly -4.9	Declined -6.1	2
449	117	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Yellow	Orange
72.2	27.4	20.5
Increased +17.7	Declined Significantly -4.2	Declined -15.5
18	361	44

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange	No Performance Color	No Performance Color	No Performance Color
30.8	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	5.9
Declined -2.8	3	10	Declined -4.1
120			17

Hispanic	Two or More Races	Pacific Islander	White
Yellow	No Performance Color	No Performance Color	Orange
23.4	23.1	Less than 11 Students - Data Not Displayed for Privacy	29.4
Declined Significantly -6.6	Declined -5.5	8	Declined -3.1
244	13		34

Conclusions based on this data:

1. Our chronic absenteeism rate has increased in all categories and is particularly high in our students of color and with disabilities. This could be a result of MIHFA focusing in on our referrals and suspensions. Work must be done in this area to decrease our chronic absenteeism.

2. With the implementation of the A2A district tracking of attendance MIHFA has better more current data to use to monitor our chronic absenteeism's Use of this data allows us to make home visits and create interventions that promote school attendance. Creating a system of incentives for families and students to attend needs to be implemented.

3. MIHFA must make better use of the Parent Liaison to reach out to our parents. Additionally we must find means of transportation that can help our families get to school.

School and Student Performance Data

Academic Engagement
Graduation Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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:

1. N/A

2. N/A
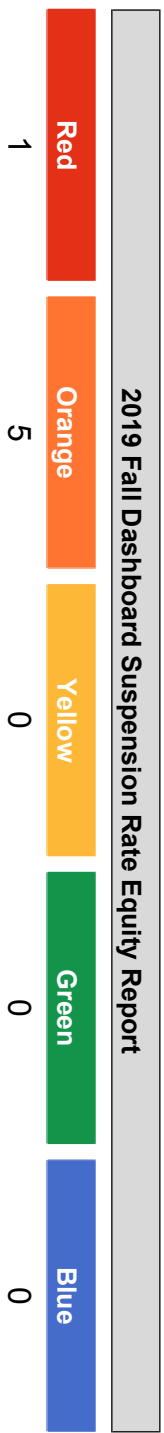
3. N/A

School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance					Highest Performance
Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	5	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
7.6	4.2	Less than 11 Students - Data Not
Increased +0.5	Increased +3.3	2
462	118	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Red	Orange
5	8.9	8.7
Increased +5	Increased +1.1	Declined -6.7
20	371	46

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Orange 16.4 Declined -3.1 122	No Performance Color Less than 11 Students - Data 3	No Performance Color Less than 11 Students - Data 10	No Performance Color 0 Maintained 0 17

Hispanic	Two or More Races	Pacific Islander	White
Orange 4.8 Increased +1.2 249	No Performance Color 0 Declined -4.3 14	No Performance Color 9.1 11	Orange 2.8 Increased +2.8 36

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
7	7	7.6

Conclusions based on this data:

1. MIHFA suspensions have been decreasing for the past two school years. This is in response to our use of PBIS and Restorative practices. This work must continue though as we still have a disproportionate numbers among African American and Hispanic Students

2. MIHFA has also seen a decrease in the number of suspensions among students with disabilities and Socioeconomically disadvantaged youth but still must focus on reducing them even more through increased efforts with Social Emotional Learning strategies at all grade levels 2019 date

3. Staff will need to implement strong Tier 1 interventions and increase SEL strategies. MIHFA has committed to using LCAP money to bring more Tier 2 interventions to the school to be integrated during school time so students will be able to access these interventions and not have transportation become an issue. 2019 data

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 Community Engagement

LEA/LCAP Goal

Increase Parent and Community Engagement in improving student outcomes

Goal 1

Increase Parent and Community Engagement in improving student outcomes

Identified Need

Parent attendance for ELAC and SSC have been low. We need to increase the engagement and involvement specifically in under represented populations

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
5 percentage points or more annual increase in attendance of parent representatives at District English Learner Advisory Committee (DELAC) meetings	17%	22%
5 percentage point or more annual increase in attendance of parent members at School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings	62%	67%
Ensure parent representation for English Learners, low socioeconomic, and students with exceptional needs student groups at each site council meeting including SSC and ELAC.	TBD	100%
Parent and student use in grades 3-8 of the AERIES gradebook will increase by at least 5 percentage annually	TBD	50%

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)

All Students

Strategy/Activity

Full Service Community Family Nights will be held where parents will be offered information on Community Events, Wellness, Nutrition, Parent Portal, and other school/district priorities. Monthly council meetings: SSC, ELAC and PTA meetings are events for stakeholders at the school site.

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

Amount(s)	Source(s)
1000	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure there is a parent representative attending DAC/DELAC meetings, and all MIHFA site meetings have steadily increasing attendance by providing educational opportunities such as math, writing, and computer assistance, ESA, child care, food, transportation

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

Amount(s)	Source(s)
300	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide meaningful information to parents both in writing and on the school website and using the district platform Parent Square. MIHFA webstie will have Parent Square communication linked. Teachers will also communicate with parents through google classroom stream, Parent Square , and SeeSaw. Teachers will also provide progress reports for parents to communicate student's progress.

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

Amount(s)	Source(s)
	General Fund

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

All students

Strategy/Activity

Conduct Back to School Night

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

Amount(s)	Source(s)
	General Fund

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

MIHFA staff will use school website, parent square platform, Aeries portal and google classroom stream to communicate to families. Have mini workshops at the SSC and ELAC meetings to inform parents.

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

Amount(s)	Source(s)
500	LCAP 1000-1999: Certificated Personnel Salaries Virtual workshops

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Latino Literacy program will be implemented for families to receive information on how to help their student This will occur in the spring if in person training is allowed.

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

Amount(s)	Source(s)
400	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All student

Strategy/Activity

The Design Team will collaborate with the CARE team, SSC and ELAC to review the parent survey and develop actions to meet the needs of the families and provide workshops, activities and resources. Parents will be updated on the Wellness Center. Supplies and needs for the Wellness center will be determined through these 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)
4000	District Funded 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

2020-2021: Site will provide resources that parents can use at home to help their child. These resources include, but not limited to, website, book titles, articles, and other pertinent resources.

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

Amount(s)	Source(s)
370	Title I Part A: Parent Involvement 4000-4999: Books And Supplies

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

	General Fund

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Principal will use Parent Square as a way of keeping communication open. Parents may also use phone and school email as well as other platforms to communicate with their child's teacher. Principal and Teachers will respond to all communication within 24 hours

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

Amount(s)   Source(s)

	General Fund

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students, specifically students with chronic absenteeism

Strategy/Activity

School and District Staff will provide home visits as needed. Truancy meetings will occur every 2 weeks. Principal will work with attendance clerk and Parent Liaison to address chronic absenteeism.

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

Amount(s)	Source(s)
	General Fund

Annual Review

SPSA Year Reviewed: 2020-21

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.

Using parent and student centered activities to increase engagement by both groups.

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

Last year these actions produced measurable increases in parent involvement. There were no Family Nights due to COVID-19.

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.

Change is to increase outcomes in parents using AERIES parent portal as noted in Annual measurable outcomes and action 1.

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

Safe, Supportive, and Engaging Learning Environments for Students and Staff

LEA/LCAP Goal

Safe, Supportive, and Engaging Learning Environments for Students and Staff

Goal 2

Safe, Supportive, and Engaging Learning Environments for Students and Staff

Identified Need

Discipline continues to be administered disproportionately. African American and Hispanic students as well as students with disabilities receive referrals and suspensions in numbers greater than their statistical representation in the population as a whole. Chronic absenteeism continues to plague our population also.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Decrease pupil suspension rate 2 percentage points or more annually as calculated by the percentage of suspensions for every 100 students	10%	8%
Decrease disproportionality of expulsions annually as calculated percentage of expulsions per 100 students in each student group	0%	0%
Increase average daily attendance 1 percentage point or more annually	93.22%	94.22%
Decrease chronic absenteeism by 2 percentage points or more annually	21.1	16.9

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)

All students

Strategy/Activity

Administer CHKS to all students in 5th and 7th grade and parents to establish a baseline score for MIHFA as a K-8 school

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Continue to work with facilities and maintenance to keep MIHFA in good working order.

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students grades 3-8

Strategy/Activity

Implement Sports for Learning on demand when students are Distance Learning and in person will be available during lunch recesses. This will be based on District Funding and COVID-19 restrictions

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

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

All students

Strategy/Activity

Provide opportunities for teachers and staff to attend training's and purchase materials on Social Emotional Learning Kimochi training, Restorative Justice, and Culturally Responsive Teaching.

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	LCAP 1000-1999: Certificated Personnel Salaries Professional Development to build Staff Skills; As funds become available this will increase

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Plan our annual Mare-a-thon event so that it provides the dual purpose of educating families and students about drinking water and walking for exercise, while also raising funds to support our school's health and fitness mission.

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

Amount(s)	Source(s)
300	LCAP: Parent Involvement 4000-4999: Books And Supplies

	Parent-Teacher Association (PTA)

Strategy/Activity 6
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Adhere to certificated and classified evaluation process and timelines. In conjunction with Human Resources, site will assign only Highly Qualified teacher to core instructional programs

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

Amount(s)   Source(s)

General Fund

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide collaboration time for teachers and staff to develop their Social Emotional Learning curriculum and space in their classroom. Supplies for the classroom

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
500	LCAP 1000-1999: Certificated Personnel Salaries Collaboration
2000	LCAP 4000-4999: Books And Supplies

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Develop "grade level cohorts" of teachers who check in and support each other, especially pairing teachers new to MIHFA with experienced teachers, to establish norms and working agreements to support our work with students and families. Celebrate each other and our accomplishments.

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

Amount(s)	Source(s)
2000	LCAP 1000-1999: Certificated Personnel Salaries Collaboration

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Presentation on the importance and impact of attendance on student achievement at Back to School Night, FSCS Nights, Parent Conferences, PTA, SSC, and ELAC meetings as well as all conversations with parents about student achievement

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

Amount(s)	Source(s)

300	LCAP 4000-4999: Books And Supplies When in person occurs funds will be available

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Staff collaboration on ideas for attendance incentives/celebrations. Award prizes for improved/best attendance by class implementing systems to recognize positive behaviors on the playground in common areas and in virtual classrooms as well as in person classroom (when they begin). A Scholar Dollar store will be open for students to "purchase" prizes based upon the points/dollars earned for their positive behavior. Collaboration with PTSA on the purchase of the prizes. Student Leadership students will develop the plan for the store and work at the store.

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

Amount(s)	Source(s)
1500	LCAP 4000-4999: Books And Supplies Student Engagement and Recognition
	Parent-Teacher Association (PTA)

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 13
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Establish Full Service Community Schools Youth Leadership Team comprised of students in 5th – 8th grade who serve as ambassadors, peace keepers, healthy living models, and assembly assistants in addition to working with the FSCS School Site Collaborative

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

Amount(s)	Source(s)
2915	LCAP 4000-4999: Books And Supplies

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Students participate in enrichment programs as part of the regular school day such as Art, Music, Dance, high interest clubs and life-long physical and healthful activities, Materials and supplies will be provided. The program will be provided by an outside vendor

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

Amount(s)	Source(s)
25589	LCAP 5000-5999: Services And Other Operating Expenditures

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide prizes and incentives to students and parents attending academic events at MIHFA

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

Amount(s)	Source(s)
700	LCAP 4000-4999: Books And Supplies Student Engagement and Recognition /

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Every teacher will teach PBIS lessons weekly and support school wide positive behavior by reviewing all school procedures and policies on a weekly basis, acknowledging positive behavior on a daily routine to corrective behavior

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Support staff including office staff, ASP, RSP, Psychologist, Speech therapist, bilingual tutor, library tech, volunteer staff, custodians, noon duty supervisors, parent liaison, bilingual liaison will participate in and support school wide behavior expectations

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

Chronic absence and students at risk for being chronically absent

Strategy/Activity

Student attendance will be monitored for tardiness and chronic absenteeism. Preventions and interventions that include CARE team discussion, SSTs, SARBS, Truancy meetings, parent education and parent/community network, and/or kindergarten parent attendance presentation will be provided.

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

Amount(s)	Source(s)
	General Fund

Strategy/Activity 19
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Student clubs will be provided such as GSA club and Drama clubs. These clubs are based on student interest from SSC and student leadership input

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

Amount(s)	Source(s)
1800	LCAP 1000-1999: Certificated Personnel Salaries

Annual Review

SPSA Year Reviewed: 2020-21

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

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

In the 1st year of this plan; 18-19 school year, MIHFA's attendance increased by 1.59% and referrals and suspensions decreased

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

Increased focus on Social Emotional Learning to promote student, parent, and staff engagement

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.

Can be found in the strategy/Activity outlined in this section of the SPSA

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

Increase the Number of Students Graduating College and Career Ready

LEA/LCAP Goal

Increase the Number of Students Graduating College and Career Ready

Goal 3

Increase the Number of Students Graduating College and Career Ready

Identified Need

While CAASPP scores have improved in 9 out 12 areas they remain in the low quadrant. Also our scores continue to be disproportionate in dis-aggregated data.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learners will access Common Core and ELD standards for purposes of gaining academic content and English Language proficiency as evidenced by 5 percentage point or more growth annually on all CAASPP assessments by students with ELPAC levels 3 and above	10%	15%
Students proficient on CAASPP math will increase by 5 percentage or more points annually; students proficient on CAASPP ELA will increase by 5 percentage points or more annually; students required to take the California Standards Test in science will increase in proficiency by 5 percentage points or more annually	ELA - 23.71 Math - 17.24	ELA - 28.71 Math - 22.24
The numbers of English Learners making progress of one level or more each year	28%	33%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
will increase by no less than 5 percentage points annually		
Increase English Learner reclassification rate by no less than 5 percentage points	24.1%	29.1%
Increase the total number of students participating in the Early Assessment Program to 95% or more and increase those scoring ready and conditional by 5 percentage points or more annually	N/A	N/A
100% of students are enrolled in a broad course of study including courses described under Sections 51210 and 51220(a)-(i) as evidenced by 4 year graduation plans	100%	100%
95% of individuals with exceptional needs will have access to rigorous academy classes at the high school level and Science, Technology, Engineering, Arts, and Mathematics (STEAM) courses in grades TK-8	TBD	95%
The gap between all students and lower performing student groups will decrease annually until it is eliminated as measured by CAASPP in ELA and Math	Baseline noted on dashboard	Expected outcome can be extrapolated from dashboard

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)

All students

Strategy/Activity

Site will provide quality professional development and support for all staff members.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	General Fund

Strategy/Activity 2
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Students in need of intervention

Strategy/Activity

Students identified as performing below proficiency in their grade level will be provided classroom interventions as determined by continuous formative and summative assessment. These interventions will be for Tier 2 interventions . Small groups will be implemented during distance learning. During in-person and distance learning time, MIHFA staff will provide extended learning and or support opportunities to students. A teacher assistant will be hired for 157 days to help with the K-3 students for intervention during the school year. The dedicated sub provided by district funds will support 4th-8th graders when not covering a class for an absent teacher.

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

Amount(s)	Source(s)
13062	LCAP 2000-2999: Classified Personnel Salaries RTI /MTSS intervention (Content Intervention)

Strategy/Activity 3
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

EL students

Strategy/Activity

Teachers will work with TL and Bilingual tutor to develop a plan for EL students to monitor their progress toward obtaining English Proficiency.

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

Amount(s)	Source(s)

	General Fund

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

All students

Strategy/Activity

Teachers will be provided with support catered to school-wide focus strategies and goals set in their teacher action plan. This support will take the form of coaching and training through BTSA, Health & Fitness focused training, Teacher Institutes, Common Core Network, a Teacher Leader, and peer or principal coaching. Materials will be provided to support implementation of school-wide instructional strategies, including PBIS strategies.

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

Amount(s)	Source(s)
	General Fund

Strategy/Activity 5
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers (individuals and groups) will be given opportunities to observe peers and de-brief and provide feedback based on those observations to focus on individual/grade level/school set goals. The TL will offer New Teacher meetings to support best practices. If observations are needed, the dedicated substitute teacher will cover the 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)
2293	LCAP 1000-1999: Certificated Personnel Salaries Collaboration

Strategy/Activity 6
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The principal will participate in the PLC offered by the district.

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 7
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

TL and Principal will meet with all staff members for one-on-one meetings at least two times a year to develop and review their individual differentiated teacher action plan that is aligned to the site and district strategic actions. New teachers will meet with the Principal or TL as needed.- TL salary

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

Amount(s)	Source(s)
103874	Title I Part A: Allocation 1000-1999: Certificated Personnel Salaries

Strategy/Activity 8
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All staff members will be provided with professional development about PBIS, attendance, due process, school safety and restorative justice.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 9
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Principal and Teacher Leader will provide feedback from walkthroughs to grade levels and individual teachers based on the content specific PEERR framework

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

Amount(s)	Source(s)
	General Fund

Strategy/Activity 10
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Programs that will enrich classroom-based instruction will be purchased tied to student interest based on SSC, ELAC and student leadership input.

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

Amount(s)	Source(s)
6593	LCAP 5800: Professional/Consulting Services And Operating Expenditures

8296	LCAP 4000-4999: Books And Supplies

Strategy/Activity 11
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure that all students identified as being at risk/or on the hot list (Tier II and Tier III) through the Aeries.net data system all have scheduled SSTs which include Tier II interventions

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

Amount(s)	Source(s)
	General Fund

Strategy/Activity 12
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

All lessons will be Common Core/CA Standards-based and all teachers will be utilizing VCUSD Planning guides. Reading comprehension, writing instruction, and math problem solving and explaining answers will be a strong focus. Teachers will participate in staff development through staff meetings and data driven grade level collaborations. Professional development is aligned with VCUSD priorities. Teacher will also have the opportunity to participate in district PD's and networks.

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

Amount(s)	Source(s)
	General Fund

Strategy/Activity 13
Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Working with outside community partners to encourage healthy lifestyles. Health programs will be provided by these community partners.

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

Amount(s)	Source(s)
	In Kind

Strategy/Activity 14
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Ensure that Design Team Meeting agendas address the following: improving student achievement, creating a positive school culture, and involving parents and 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)
	District Funded 1000-1999: Certificated Personnel Salaries LCFF - Design Team

Strategy/Activity 15
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Site will implement Imagine Learning for all EL students and students who are not meeting grade level standards in ELA as well as Imagine Math for students not meeting grade level standards in 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)
	General Fund

Strategy/Activity 16
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Recognize students that are doing well academically K-5. Recognize students who are on the honor roll 6th-8th 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)
1500	LCAP 4000-4999: Books And Supplies Student Engagment and Recognition

Strategy/Activity 17
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Purchase college and careen curriculum for students to prepare them for high school and life long goals.

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

Amount(s)	Source(s)
8000	LCAP 4000-4999: Books And Supplies Curriculum Enrichment

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

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

All Students

Strategy/Activity

EXPL provide to students for extended learning opportunities

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	After School and Education Safety (ASES)

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

EL students

Strategy/Activity

Site staff will recognize English Learning who attain Reclassification status

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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	LCAP 4000-4999: Books And Supplies Student Engagement and Recognition

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Work with Touro University with a mentoring program to support our 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)

	In Kind

Strategy/Activity 21
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Teachers will schedule and provide field trips that are aligned with Common Core State Standards

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

Amount(s)	Source(s)
	General Fund None Specified LCFF funds when available and when COVID1-restrictions life. Field Trips are vitural at this time

Strategy/Activity 22
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

All students

Strategy/Activity

Benefits for classified and certificated staff that supports the students during MTSS and other trainings

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2221	LCAP 3000-3999: Employee Benefits Included in Activity 2

Strategy/Activity 24
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 25
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 26
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 27
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 28
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 29
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 30
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 31
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 32
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 33
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 34
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

Amount(s)   Source(s)

Strategy/Activity 35
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 36
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 37
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 38
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 39
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 40
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 41
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 42
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 43
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 44
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 45
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 46
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 47
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 48
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 49
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 50
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 51
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 52
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 53
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 54
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 55
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 56
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 57
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity
List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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: 2020-21

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.

Last year MIHFA students CAASPP scores increased in 9 out of 12 areas across grade levels. We RFEP'ed the largest number of students in three years. The strategies we used will be kept to support further success.

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

Increased focus on class time interventions using small groups to assist loss of learning during COVID-19.

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.

Due to Distance Learning, the increase in use of technology and need for both teacher and student training will impact the types of resource and training needed to implement effective distance and in-person learning with a heavy technology focus. Strategies to increase instruction for student population due to loss of learning will increase as progress is monitored and stakeholders request activities.

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

LEA/LCAP Goal

Goal 4

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

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

LEA/LCAP Goal

Goal 5

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

Strategy/Activity

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

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	$
Total Federal Funds Provided to the School from the LEA for CSI	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$191,513.00

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	Allocation ($)
Title I Part A: Allocation	$103,874.00
Title I Part A: Parent Involvement	$2,070.00

Subtotal of additional federal funds included for this school: $105,944.00

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

State or Local Programs	Allocation ($)
District Funded	$4,000.00
LCAP	$81,269.00
LCAP: Parent Involvement	$300.00

Subtotal of state or local funds included for this school: $85,569.00

Total of federal, state, and/or local funds for this school: $191,513.00

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

Expenditures by Funding Source

Funding Source	Amount
District Funded	4,000.00
LCAP	81,269.00
LCAP: Parent Involvement	300.00
Title I Part A: Allocation	103,874.00
Title I Part A: Parent Involvement	2,070.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	115,967.00
2000-2999: Classified Personnel Salaries	13,062.00
3000-3999: Employee Benefits	2,221.00
4000-4999: Books And Supplies	28,081.00
5000-5999: Services And Other Operating Expenditures	25,589.00
5800: Professional/Consulting Services And Operating Expenditures	6,593.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	District Funded	4,000.00
1000-1999: Certificated Personnel Salaries	LCAP	8,093.00
2000-2999: Classified Personnel Salaries	LCAP	13,062.00

3000-3999: Employee Benefits	LCAP	2,221.00
4000-4999: Books And Supplies	LCAP	25,711.00
5000-5999: Services And Other Operating Expenditures	LCAP	25,589.00
5800: Professional/Consulting Services And Operating Expenditures	LCAP	6,593.00
4000-4999: Books And Supplies	LCAP: Parent Involvement	300.00
1000-1999: Certificated Personnel Salaries	Title I Part A: Allocation	103,874.00
4000-4999: Books And Supplies	Title I Part A: Parent Involvement	2,070.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	6,570.00
Goal 2	38,604.00
Goal 3	146,339.00

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

2 Parent or Community Members

3 Secondary Students

Name of Members	Role
1. Tamara Madson	Principal
Michael Sariano	Classroom Teacher
Sunday Jaramillo	Classroom Teacher
Lori Morrison	Classroom Teacher
Tiffanee Jones	Other School Staff
Dana Weatherholt	Parent or Community Member
Lucia Tostado Hernandez	Secondary Student
Alyssa Hall	Secondary Student
Sharon Johnson	Parent or Community Member
Dereon Hall	Secondary Student

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
On File	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 10/19/2021.

Attested:

ON FILE	Principal, Tamara Madson on 10/2021
ON FILE	SSC Chairperson, Dana Weatherholt on 10/2021

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/

Developed by the California Department of Education, January 2019