

School Year: **2023-24**



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
Elm Street School	56725386055289	May 22, 2023	August 23, 2023

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)

Additional Targeted Support and Improvement
Elm Street School became eligible for ATSI due to three different categories. One category is being very low in the area of ELA for for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. The second category is being low and very low in the area of Mathematics for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. The third category is being very high in the area of Chronic Absenteeism for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic.

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.

Elm St. School will effectively meet the Every Student Succeeds Act (ESSA) by implementing Oxnard School District's new strategic plan called Oxnard EMPOWERS. Our vision Changing the World! Inspired, Accomplished, Multilingual Global Citizens - In School and Beyond. Our Mission is to IGNITE, TANSFORM, NURTURE AND EMBRACE. The Oxnard School District Student Profile with the seven traits will also be at the forefront of our decision making. Our unified values and

supporting principles will also guide our work. We also need to keep the following in mind: Accelerating Learning means students have access to grade-appropriate standard and strong instruction that addresses the gaps in prior learning within the context of grade-appropriate content so they can demonstrate mastery of grade-level content, addressing gaps and unfinished learning is not new. It is important to address unfinished learning and gaps through an Accelerated Learning approach in Tier 1 instruction. We need to ensure all of our strategic goals are aligned to the new OSD strategic plan: OXNARD EMPOWERS.

Elm St. School will focus on the area of teaching and learning to successfully meet the needs of all students. Elm's Mission is to ensure that all students receive a high quality education from fully qualified caring teachers whose research-based practices help them connect with the 21st century expectations through the arts, sciences, and technology. Elm's Vision is to establish a safe, professional, bilingual learning community where educators use data to drive instruction, collaborate toward common goals, and work with families, students, and community members toward becoming successful contributing members of society, while addressing the needs of the whole child. The staff is dedicated to the full implementation of Common Core State Standards (CCSS) with an emphasis on technology through the implementation of 1:1 devices for all students in grades Transitional Kindergarten through 5th grade. We will implement CCSS through the following state adopted programs McGraw-Hill, My Math and Wonders/Maravillas. We will also be implementing the Dual Language Biliteracy Unit Frameworks which are standards based in Transitional Kindergarten through Fifth grade written by our District to ensure CCSS is at the forefront in our biliteracy classes. In addition, we implement several intervention programs. These interventions include small group instruction with Classroom Teachers, Literacy Intervention Teacher and Instructional Support Providers. The Literacy Intervention Teacher and the Instructional Support Providers will be using The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as their primary resource. k The teaching staff at Elm St. School is committed to the process of implementing CCSS and dedicated to higher level thinking via high level of depth of knowledge for all students. In order to implement CCSS, the Elm St. teachers are committed to meeting consistently in Professional Learning Communities in order to increase student achievement. Teachers focus on data driven instruction, assess students formally and informally to monitor student growth in the core areas and meet to analyze student data results to plan instruction and student interventions. The Elm St. teachers will continue Progress Monitoring their students to ensure the academic needs of the students are met. The Elm St. School Staff will focus on Positive Behavior Intervention Supports (PBIS) through the use of CHAMPS and MTSS to meet the needs of the whole child including academics, behavior and social/emotional needs. Teachers are also committed to ensure the social emotional needs of students by implementing Community Circles. Families and community members will play an active role in the daily school activities with multiple opportunities to volunteer and participate in the school's educational program. Elm St. School maintains continual communication with all stakeholders through School Site Council (SSC), English Language Advisory Committee (ELAC), Title 1 Meeting, Coffee with the Principal, PTA meetings, Elm's website, Class Dojo and our new Parent Square communication system.

Elm Street School became eligible for ATSI due to three different categories. One category is being very low in the area of ELA for for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. The second category is being low and very low in the area of Mathematics for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. The third category is being very high in the area of Chronic Absenteeism for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. As stated above, we will be addressing the academic needs in ELA and Mathematics via First Instruction, Progress Monitoring and Intervention. Professional Learning Communities coupled effective lesson planning with colleagues is also key to

address the low and very low status in ELA and Mathematics. We will address the area of Absenteeism by providing more parent outreach and incentive programs. We feel the need of more consistent home visits to follow up with families and students to address chronic absenteeism will also be effective to address the very high status.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 4
- Comprehensive Needs Assessment Components 6
 - Data Analysis 6
 - Classroom Observations..... 6
 - Analysis of Current Instructional Program..... 6
- Educational Partner Involvement 11
- Resource Inequities 12
- School and Student Performance Data 13
 - Student Enrollment** 13
 - Star Early Literacy..... 15
 - Star Reading 16
 - Star Math..... 17
 - CAASPP Results..... 18
 - ELPAC Results 22
 - Student Population..... 25
 - Overall Performance 27
 - Academic Performance..... 29
 - Academic Engagement..... 34
 - Conditions & Climate..... 36
- Goals, Strategies, & Proposed Expenditures..... 38
 - Goal 1..... 38
 - Goal 2..... 58
 - Goal 3..... 71
- Budget Summary 81
 - Budget Summary 81
 - Other Federal, State, and Local Funds 81
- Budgeted Funds and Expenditures in this Plan 82
 - Funds Budgeted to the School by Funding Source..... 82
 - Expenditures by Funding Source 82
 - Expenditures by Budget Reference and Funding Source 82
 - Expenditures by Goal..... 83
- School Site Council Membership 84
- Recommendations and Assurances 85
- Instructions..... 86

Instructions: Linked Table of Contents86

Purpose and Description87

Educational Partner Involvement87

Resource Inequities87

Goals, Strategies, Expenditures, & Annual Review88

 Annual Review89

 Budget Summary90

 Appendix A: Plan Requirements92

 Appendix B:95

 Appendix C: Select State and Federal Programs97

Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Instructional Leader has implemented a feed back cycle to visiting classrooms to focus on the School-Wide Goals, the Instructional "Look Fors" and the implementation of the Biliteracy Unit Frameworks (BUF). Elm St. School is a Dual-Language School that has been working with the Center for Teaching for Biliteracy to ensure the implementation of the BUF is implemented with fidelity. The feedback cycle gives an opportunity to give immediate positive feedback as well as notes on what is observed. The purpose of the feed back cycle is to consistently visit classrooms and take anecdotal notes in order to observe daily routines and teaching practices, provide support and guidance to ensure Common Core State Standards within the BUF are being taught with fidelity at a rigorous level implementing Depth of Knowledge. Classroom visits are extremely informative and they highlight the great things happening in the classrooms connected to our School-Wide Goals as well as the work that needs to take place around the the implementation around the BUF.

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)

Oxnard School District's (OSD) Student Profile puts an emphasis on the development of the entire child to be successful in a variety of traits. One trait is for students to be prepared to succeed in local and state measures in all academic areas. Elm St school is committed to honor the OSD Student Profile through a variety of components. One of the components to ensure student success is through Professional Learning Communities. Through Professional Learning Communities (PLC) teachers will analyze and interpret data through the use of the following assessments tools to improve student achievement. The following tools will be used:
STAR 360 Assessments in Math, Early Literacy & Reading in English, as well as Spanish for the Dual Language Immersion Program

English Language Proficiency Assessment for California (ELPAC)
California Assessment of Student Performance and Progress (CASSPP)
DRDP Assessment (Transitional Kindergarten)
Interim Assessment Blocks (IAB)
Essential Literacy Skills (ELS)
Curriculum Benchmarks
Leveled Literacy Intervention (LLI)
Progress Monitoring Data

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

Teachers will meet weekly in Professional Learning Communities (PLC) to monitor student progress via the curriculum embedded assessments as well as discuss best teaching practices in order to move students forward academically. Student instructional groups for Universal Access, English Language Development, and intervention groups are determined based on these assessments. Teachers will also continue Progress Monitoring in order to meet the different needs of students.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include four additional professional development days for all teachers (2 in the summer before school starts and 2 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special education assessment and TK instruction.

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

Early release days every Wednesday provide teacher collaboration by grade level teams as well as bi-weekly grade level meetings, so that Teachers can work in Professional Learning Communities.

Teaching and Learning

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

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

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

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

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

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

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

Instructional materials provided for all students are managed by our district Textbook Coordinator. Participation in Williams Inspections confirms that all students have access to required materials. Hot-Spots have been provided to households in need of them, so that every child has accessibility to district applications like Lexia & ST Math.

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

Adopted and standards-aligned materials are provided for use in all classrooms, and provided to our students that are on Independent Study. Additional on-line resources have been centrally purchased to provide access to standards-aligned materials remotely via the internet. Intervention materials must be research-based. Funds are allocated to sites to purchase any additional materials they determine are necessary to meet student needs.

Opportunity and Equal Educational Access

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

First instruction is a critical component to enable under-performing students to meet standards, but we also feel a few other components are as equally important. We feel that Progress Monitoring as part of the Multi-Tiered Supports and Services (MTSS) is a critical component to meet the needs of underperforming students. Through Progress Monitoring small group intervention is provided to target specific skills which underperforming students are not learning. One component of the MTSS process is to meet as a Student Study Team (SST) to review SMART goals established during Progress Monitoring. As part of the SST process, a meeting is scheduled that includes the classroom teacher and parent/guardian. In the SST Meeting, the team discusses next steps.

Evidence-based educational practices to raise student achievement

At Elm Street School, we will participate in Professional Learning Community practices, grade level teaming and collaboration to support first instruction. The Instructional "Look-Fors" have provided a foundation for best first instruction, and the Principal's classroom visits will have an instructional focus based on our School-Wide goals and the Instructional "Look Fors". The data collected from local assessments will guide and drive instruction in the classroom during whole group and small group intervention groups. Teachers will continue to Progress Monitor their students in a systematic format to raise student achievement. The Principal will meet with each teacher every trimester to review student data and lead the discussion on next steps.

Parental Engagement

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

During the 2023-2024 academic year, we will continue to offer meetings in a variety of formats to ensure we have consistent communication with families. We will continue to offer in-person meetings, Zoom meetings and telephone conferences. School Site Council (SSC) will continue meeting in the afternoon via Zoom, English Language Advisory Committee (ELAC) will continue to meet in the morning in-person, and Parent Teacher Association (PTA) will continue to be in the late afternoon to accommodate family preferences. Our SSC consists of 5 parents with direct input into our School Plan for Student Achievement (SPSA). The English Language Advisory Committee (ELAC) also provides recommendations to our SSC for English Language Learners (ELL) services to include into the SPSA. Parents are invited to our regularly scheduled SSC, ELAC, Coffee with the Principal, PTA, and Title I meetings to stay informed and provide input on programs available to our students. Our PTA provides parents the opportunity to participate in fundraising opportunities and programs that support the educational programs at Elm St. School. Parent workshops, classes, and trainings are offered throughout the school year (CABE, Project 2Inspire, Family Reading Nights, Technology Training etc ...) Parents are also encouraged to attend our Back to School Night which includes our Title 1 Meeting, Trimester Awards ceremonies, and Parent-Teacher conferences in Fall and Spring.

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)

At Elm St. School, the Principal has developed a yearly calendar to ensure that all the education partners are involved. During the 2023-2024 academic year, the Leadership Team will be meeting monthly, and notes will be sent out to all Elm St. Staff at the end of the day. The notes have kept us accountable to meet with grade level teams about what was discussed and if anything needs to be discussed at the next Leadership Team or at the next Staff Meeting. The Principal also meets with the SSC, ELA, and PTA on a regular basis to share goals for the year. Coffee with the Principal is also an informal manner to receive recommendations or get feedback from the community. Even though Coffee with the Principal is an informal gathering, valuable information has been shared regarding school safety, and community safety at large.

Funding

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

The following services will be funded to enable under performing students to meet the standards:

Transitional Kindergarten Paraprofessional Support
Kindergarten Paraprofessional Support
Paraprofessional Support by the hiring of two eight hour positions
Intervention Support Providers (ISP)
Professional Learning Communities
Substitutes for SST/IEP meetings
Library Media Technician
Professional Development and Conferences

Centralized Funding has provided extra support through the hiring of a Literacy Intervention Teacher (LIT), which will target small group intervention in reading. Site funding through Title 1 and Supplemental Intervention has been allocated to hire two Instructional Support Providers which will also target small group intervention in reading in order to support underperforming students.

Fiscal support (EPC)

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

Educational Partner 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

The Instructional Leader began the involvement process for the SPSA with the proposed 2023-2024 school budget. Grade Level Teams discussed budget priorities. Grade Level Teams also had the opportunity to discuss and come up with new 2023-2024 academic goals. The Instructional Leader shared the SPSA along with the budget with SSC as well as the ELAC committee. The instructional Leader collected feedback from Grade Level Teams, SSC and ELAC in order to support all the strategies/activities as written in the SPSA. The proposed 2023-2024 school budget was aligned directly with the three goals as stated in the SPSA. The SPSA is a living document and will be shared continuously throughout the year with Educational Partners. Elm St. School will be reviewing the effectiveness of each action as detailed in the SPSA throughout the year using STAR 360 data, Panorama results, Progressing Monitoring results and Educational Partners feedback from our various parent groups.

Resource Inequities

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

The substitute shortage has impacted our instructional program. Our teachers have not been able to attend Professional Development opportunities on a consistent basis due to the substitute shortage, and our Literacy Intervention Teacher has been pulled from providing small group intervention in order to provide coverage in the classrooms. OSD has provided an extensive opportunity to continue Professional Development opportunities in the afternoon once students have been released for the day.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	%	0%			0
African American	0.2%	0.20%	0%	1	1	0
Asian	%	%	0%			0
Filipino	0.6%	0.40%	0%	3	2	0
Hispanic/Latino	97.8%	97.81%	99.59%	521	492	480
Pacific Islander	0.2%	0.20%	0%	1	1	0
White	1.3%	1.39%	0.41%	7	7	2
Multiple/No Response	%	%	0%			0
	Total Enrollment			533	503	482

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	72	75	90
Grade 1	93	72	72
Grade 2	82	90	70
Grade3	93	84	82
Grade 4	90	93	75
Grade 5	103	89	93
Total Enrollment	533	503	482

Conclusions based on this data:

Elm St. School had a significant loss of enrollment. During the 2020-2021 academic year, Elm had four Kindergarten Classes, and we dropped down to three Kindergarten classes. Our enrollment went from 550 in the 2019-2020 academic year to 503 in the 2021-2022 academic year. We continue to have low enrollment. With the addition of the Transitional Kindergarten Class added to Elm during the 2022-2023 Academic year, we are hoping it will encourage more families to enroll their children to Kindergarten for the upcoming years. Declining enrollment is impacting the entire state of California and this declining enrollment has definitely impacted Elm St. School.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	381	401	381	71.50%	79.7%	79.0%
Fluent English Proficient (FEP)	76	35	33	14.30%	7.0%	6.8%
Reclassified Fluent English Proficient (RFEP)	23			6.0%		

Conclusions based on this data:

Elm St. School has a significant amount of English Learners which is over 70% of the student population over the past three years, and it has increased from year to year. The number of Fluent English Proficient students has also declined over the past three years. The number of Reclassified students has increased over the last three years. During the 2022-2023 academic year, thirty students were Reclassified. This number increased by ten students from the previous year. The English Learner Enrollment data brings to the forefront how important English Language Development (ELD) is to first instruction. The majority of our students are classified English Learners and the goal is to Reclassify students in the third grade.

School and Student Performance Data

Star Early Literacy

Elm Street School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade K	69	17	25%	14	20%	9	13%	29	42%	4	752
Grade 1	74	33	45%	18	24%	11	15%	12	16%	4	775
Grade 2	62	40	65%	15	24%	3	5%	4	6%	2	829

Conclusions based on this data:

During the 2022-2023 STAR 360 Early Literacy Assessment Window, Elm St. School increased a total of 16.8% over the course of the year. During the Fall Window, 8.2% of students were at and above benchmark. At the End of Year Window, 25% of students were at and above benchmark. As compared to Oxnard School District as a whole, we are 30 % lower within the at and above benchmark. The STAR 360 Early Literacy Spanish Assessment indicates that our students increased by 23.3% over the course of the year. During the Fall Window, 28.9% of students were at and above benchmark. At the End of Year Window, 52.2% of students were at and above benchmark. As compared to Oxnard District as a whole, we were 2.8% lower within the at and above benchmark. I want to celebrate and recognize that Elm St. School students made significant gains as compared to where they started this academic year and where they ended at the end of the year. The scores are a reflection of the work that is taking place in the classroom with First Instruction and Progress Monitoring. We will continue to strive for excellence and have high academic expectations.

School and Student Performance Data

Star Reading

Elm Street School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 2	98	45	46%	20	20%	24	24%	9	9%	1	884
Grade 3	68	32	47%	20	29%	11	16%	5	7%	1	935
Grade 4	72	34	47%	17	24%	15	21%	6	8%	1	969
Grade 5	91	35	38%	24	26%	24	26%	8	9%	2	1015

Conclusions based on this data:

During the 2022-2023 STAR 360 Reading Assessment Window, Elm St. School increased a total of 4.2% over the course of the year. During the Fall Window, 17.9% of students were at and above benchmark. At the End of Year Window, 22.1% of students were at and above benchmark. As compared to Oxnard School District as a whole, we are 17.9% lower within the at and above benchmark. The STAR 360 Reading Spanish Assessment indicates that our students increased by 12.2% during the course of the year. During the Fall Window, 38.8% of students were at and above benchmark. At the End of Year Window, 51% of students were at and above benchmark. As compared to Oxnard District as a whole, we were 11% higher within the at and above benchmark.

School and Student Performance Data

Star Math

Elm Street School											
		Less than Proficient				Proficient					
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 1	74	26	35%	35	47%	12	16%	1	1%	2	828
Grade 2	75	42	56%	16	21%	15	20%	2	3%	1	887
Grade 3	75	38	51%	17	23%	17	23%	3	4%	1	936
Grade 4	73	43	59%	22	30%	7	10%	1	1%	1	954
Grade 5	100	60	60%	30	30%	8	8%	2	2%	1	1001

Conclusions based on this data:

During the 2022-2023 STAR 360 Math Window, Elm St. School increased a total of 12.6% over the course of the year. During the Fall Window, 29.1% of students were at and above benchmark. At the End of Year Window, 41.7% of students were at and above benchmark. As compared to Oxnard School District as a whole, we are 8.3% lower within the at and above benchmark. I want to celebrate and recognize that Elm St. School students made significant gains as compared to where they started this academic year and where they ended at the end of the year. The scores are a reflection on the work that is taking place in the classroom with First Instruction and Progress Monitoring. We will continue to strive for excellence and have high academic expectations.

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		84			84			84			100.0	
Grade 4		95			95			95			100.0	
Grade 5		88			87			87			98.9	
All Grades		267			266			266			99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2355.			10.71			9.52			23.81			55.95	
Grade 4		2389.			3.16			11.58			15.79			69.47	
Grade 5		2440.			4.60			24.14			16.09			55.17	
All Grades	N/A	N/A	N/A		6.02			15.04			18.42			60.53	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		8.33			48.81			42.86		
Grade 4		2.11			54.74			43.16		
Grade 5		12.64			52.87			34.48		
All Grades		7.52			52.26			40.23		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.57			38.10			58.33	
Grade 4		1.05			33.68			65.26	
Grade 5		5.75			45.98			48.28	
All Grades		3.38			39.10			57.52	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2.38			77.38			20.24	
Grade 4		3.16			81.05			15.79	
Grade 5		4.60			74.71			20.69	
All Grades		3.38			77.82			18.80	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		8.33			60.71			30.95	
Grade 4		2.11			66.32			31.58	
Grade 5		4.60			63.22			32.18	
All Grades		4.89			63.53			31.58	

Conclusions based on this data:

The percentage of third grade students in the 2022-2023 academic year at the Met and Exceeded Standard are at 14% as compared to 20% of the third graders that were at the Met and Exceeded Standard in 2021-2022. This is a 6% drop from one year to the next. The percentage of fourth grade students in the 2022-2023 academic year at the Met and Exceeded Standard are at 11% as compared 15% of fourth graders that were at the Met and Exceeded Standard in 2021-202. This is a 4% drop from one year to the next. The percentage of fifth grade students in the 2022-2023 academic year at the Met and Exceeded Standard is at 28% as compared to 29% of fifth graders that were at the Met and Exceeded Standard in 2021-2022. This is a 1% drop from one year to the next. We have a lot of work ahead of us, but we are on a positive trajectory when analyzing STAR 360 Scores in Early Literacy in English and Spanish as well as STAR 360 Reading scores in English and Spanish which has been a focus during the 2022-2023 Academic 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		84			84			84			100.0	
Grade 4		95			95			95			100.0	
Grade 5		88			87			87			98.9	
All Grades		267			266			266			99.6	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2364.			3.57			11.90			21.43			63.10	
Grade 4		2386.			1.05			6.32			24.21			68.42	
Grade 5		2415.			2.30			6.90			17.24			73.56	
All Grades	N/A	N/A	N/A		2.26			8.27			21.05			68.42	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.95			36.90			57.14	
Grade 4		2.11			25.26			72.63	
Grade 5		1.15			25.29			73.56	
All Grades		3.01			28.95			68.05	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		4.76			42.86			52.38	
Grade 4		4.21			31.58			64.21	
Grade 5		1.15			47.13			51.72	
All Grades		3.38			40.23			56.39	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.14			61.90			30.95	
Grade 4		3.16			40.00			56.84	
Grade 5		3.45			43.68			52.87	
All Grades		4.51			48.12			47.37	

Conclusions based on this data:

The percentage of third grade students in the 2022-2023 academic year at the Met and Exceeded Standard are at 21% as compared to 16% of the third graders that were at the Met and Exceeded Standard in 2021-2022. This is a 5% increase from one year to the next. The percentage of fourth grade students in the 2022-2023 academic year at the Met and Exceeded Standard are at 12% as compared 7% of fourth graders that were at the Met and Exceeded Standard in 2021-2022. This is a 5% increase from one year to the next. The percentage of fifth grade students in the 2022-2023 academic year at the Met and Exceeded Standard is at 7% as compared to 9% of fifth graders that were at the Met and Exceeded Standard in 2021-2022. This is a 2% drop from one year to the next. We have a lot of work ahead of us, but we are on a positive trajectory when analyzing STAR 360 Scores in Math which has been a focus during the 2022-2023 Academic 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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1409.0			1424.3			1373.3			41	0	
1	1421.8	*		1436.7	*		1406.4	*		45	*	
2	1450.7	1456.2		1454.2	1458.5		1446.9	1453.2		66	66	
3	1482.0	1482.0		1479.5	1480.6		1484.0	1482.9		80	65	
4	1502.2	1510.8		1504.2	1508.8		1499.8	1512.2		65	75	
5	1495.9	1526.2		1490.8	1522.8		1500.5	1529.1		46	57	
All Grades										343	266	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.50			37.50			47.50			12.50			40		
1	2.22	*		26.67	*		33.33	*		37.78	*		45	*	
2	4.55	4.76		39.39	36.51		37.88	34.92		18.18	23.81		66	63	
3	12.50	7.69		22.50	38.46		43.75	32.31		21.25	21.54		80	65	
4	10.94	20.00		43.75	38.67		32.81	33.33		12.50	8.00		64	75	
5	2.17	21.05		34.78	43.86		43.48	26.32		19.57	8.77		46	57	
All Grades	6.74	13.36		33.72	38.93		39.59	32.06		19.94	15.65		341	262	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	5.00			47.50			30.00			17.50			40		
1	11.11	*		26.67	*		33.33	*		28.89	*		45	*	
2	16.67	19.05		31.82	33.33		37.88	33.33		13.64	14.29		66	63	
3	21.25	16.92		46.25	50.77		21.25	18.46		11.25	13.85		80	65	
4	25.00	32.00		46.88	45.33		21.88	17.33		6.25	5.33		64	75	
5	19.57	35.09		41.30	45.61		26.09	14.04		13.04	5.26		46	57	
All Grades	17.60	25.57		40.47	43.51		27.86	20.99		14.08	9.92		341	262	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	2.50			10.00			72.50			15.00			40		
1	0.00	*		22.22	*		28.89	*		48.89	*		45	*	
2	1.52	1.59		30.30	31.75		36.36	33.33		31.82	33.33		66	63	
3	3.75	3.08		23.75	21.54		40.00	47.69		32.50	27.69		80	65	
4	4.69	5.33		18.75	26.67		45.31	49.33		31.25	18.67		64	75	
5	2.17	7.02		6.52	28.07		56.52	45.61		34.78	19.30		46	57	
All Grades	2.64	4.20		19.94	26.72		44.87	44.27		32.55	24.81		341	262	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50			80.00			7.50			40		
1	24.44	*		62.22	*		13.33	*		45	*	
2	12.12	15.87		75.76	63.49		12.12	20.63		66	63	
3	23.75	24.62		58.75	63.08		17.50	12.31		80	65	
4	46.88	45.33		43.75	54.67		9.38	0.00		64	75	
5	15.22	22.81		63.04	71.93		21.74	5.26		46	57	
All Grades	23.46	27.86		62.76	62.21		13.78	9.92		341	262	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.82			58.97			28.21			39		
1	13.33	*		48.89	*		37.78	*		45	*	
2	19.70	25.81		62.12	59.68		18.18	14.52		66	62	
3	26.25	44.44		60.00	36.51		13.75	19.05		80	63	
4	34.38	36.00		57.81	53.33		7.81	10.67		64	75	
5	38.64	64.91		50.00	22.81		11.36	12.28		44	57	
All Grades	24.85	41.70		57.10	44.02		18.05	14.29		338	259	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00			82.50			17.50			40		
1	4.44	*		53.33	*		42.22	*		45	*	
2	10.77	6.35		56.92	58.73		32.31	34.92		65	63	
3	6.25	1.54		55.00	47.69		38.75	50.77		80	65	
4	6.25	5.33		60.94	65.33		32.81	29.33		64	75	
5	6.52	15.79		52.17	56.14		41.30	28.07		46	57	
All Grades	6.18	6.87		59.12	57.25		34.71	35.88		340	262	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.82			71.79			15.38			39		
1	2.22	*		48.89	*		48.89	*		45	*	
2	3.03	12.70		62.12	55.56		34.85	31.75		66	63	
3	11.25	9.23		65.00	73.85		23.75	16.92		80	65	
4	4.69	18.67		70.31	70.67		25.00	10.67		64	75	
5	4.44	15.79		66.67	70.18		28.89	14.04		45	57	
All Grades	6.49	14.18		64.31	67.82		29.20	18.01		339	261	

Conclusions based on this data:

During the 2022-2023 academic year, 30 students were re-classified. Elm increased their number of re-classified students by 10 students as compared to the 2021-2022 academic year. Teachers continue to have a designated ELD block, which focuses on the four domains. It is crucial to teach students the skills needed in each of the four domains, so that they become English proficient. Each year English Learners take the ELPAC state exam to measure their level of English proficiency from year to year. It is the goal to reach a level of well developed overall in the four domains as well as meet all the criteria to be considered for Reclassification.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
503	96.4	79.7	0.2
Total Number of Students enrolled in Elm Street School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	401	79.7
Foster Youth	1	0.2
Homeless	42	8.3
Socioeconomically Disadvantaged	485	96.4
Students with Disabilities	63	12.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	1	0.2
American Indian		
Asian		
Filipino	2	0.4
Hispanic	492	97.8
Two or More Races		
Pacific Islander	1	0.2
White	7	1.4

Conclusions based on this data:

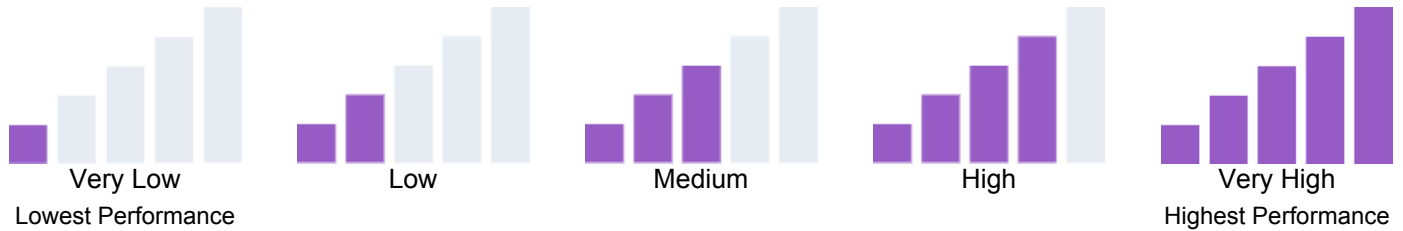
The majority of our students at Elm St. School are both Socioeconomically Disadvantaged and English Language Learners. With this knowledge, we have to be very mindful of the ELPAC scores and use this information to drive instruction during the designated English Language Development time. Teachers continue to have a designated ELD block, which focuses on the four domains. It is crucial to teach students the skills needed in each of the four domains, so that they become English proficient. Each year English Learners take the ELPAC state exam to measure their level of English proficiency from year to year. It is the goal to reach a level of well developed overall in the four domains as well as meet all the criteria to be considered for Reclassification.

School and Student Performance Data

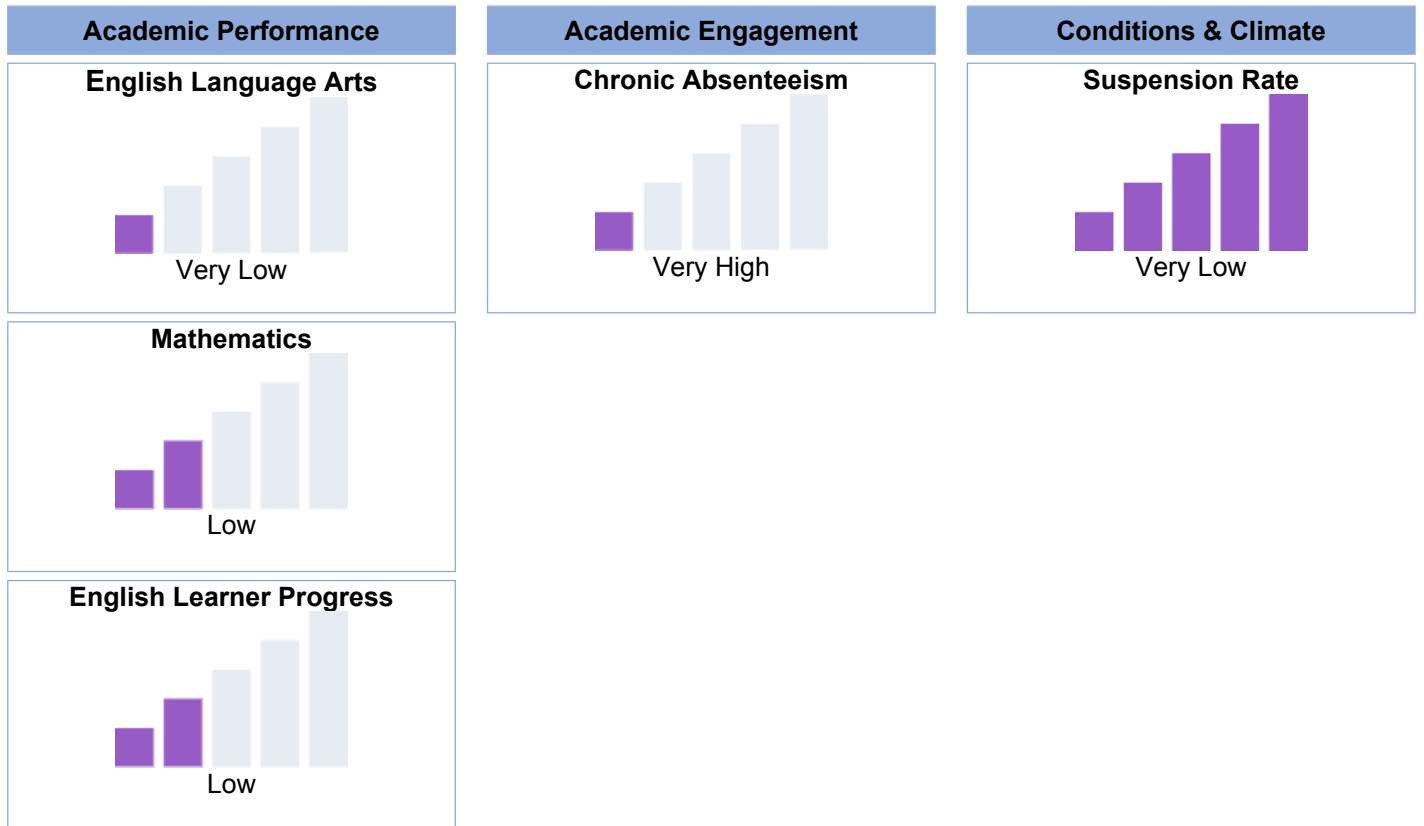
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

Elm Street School became eligible for ATSI due to three different categories. One category is being very low in the area of ELA for for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. The second category is being low and very low in the area of Mathematics for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. The third category is being very high in the area of Chronic Absenteeism for student groups of English Learners, Socioeconomically Disadvantaged,

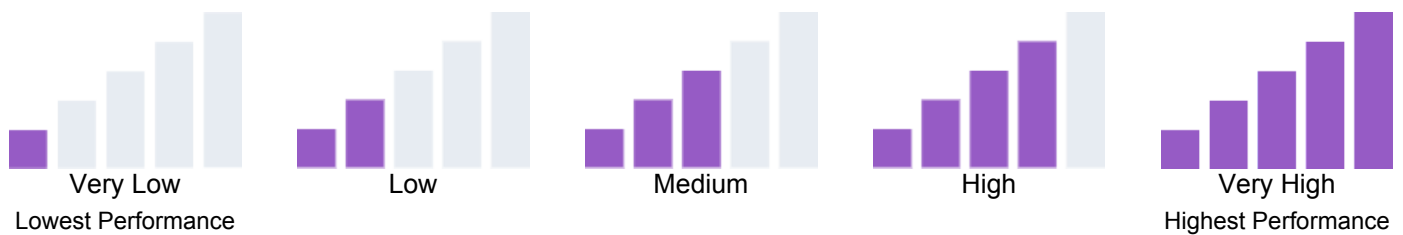
Students with Disabilities and Hispanic. We will be addressing the academic needs in ELA and Mathematics via First Instruction, Progress Monitoring and Intervention. Professional Learning Communities coupled with effective lesson planning with colleagues is also key to address the low and very low status in ELA and Mathematics. We will address the area of Absenteeism by providing more parent outreach and incentive programs. We feel the need of more consistent home visits to follow up with families and students to address chronic absenteeism will also be effective to address the very high status.

School and Student Performance Data

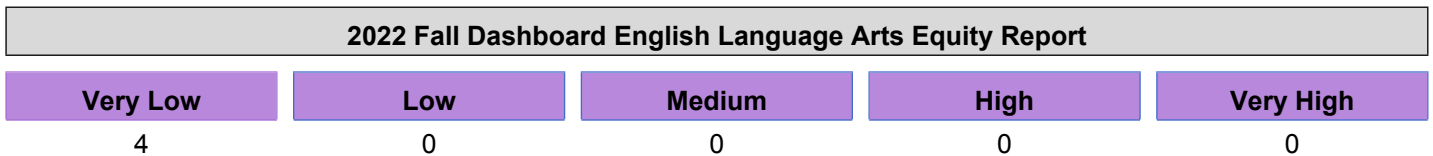
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

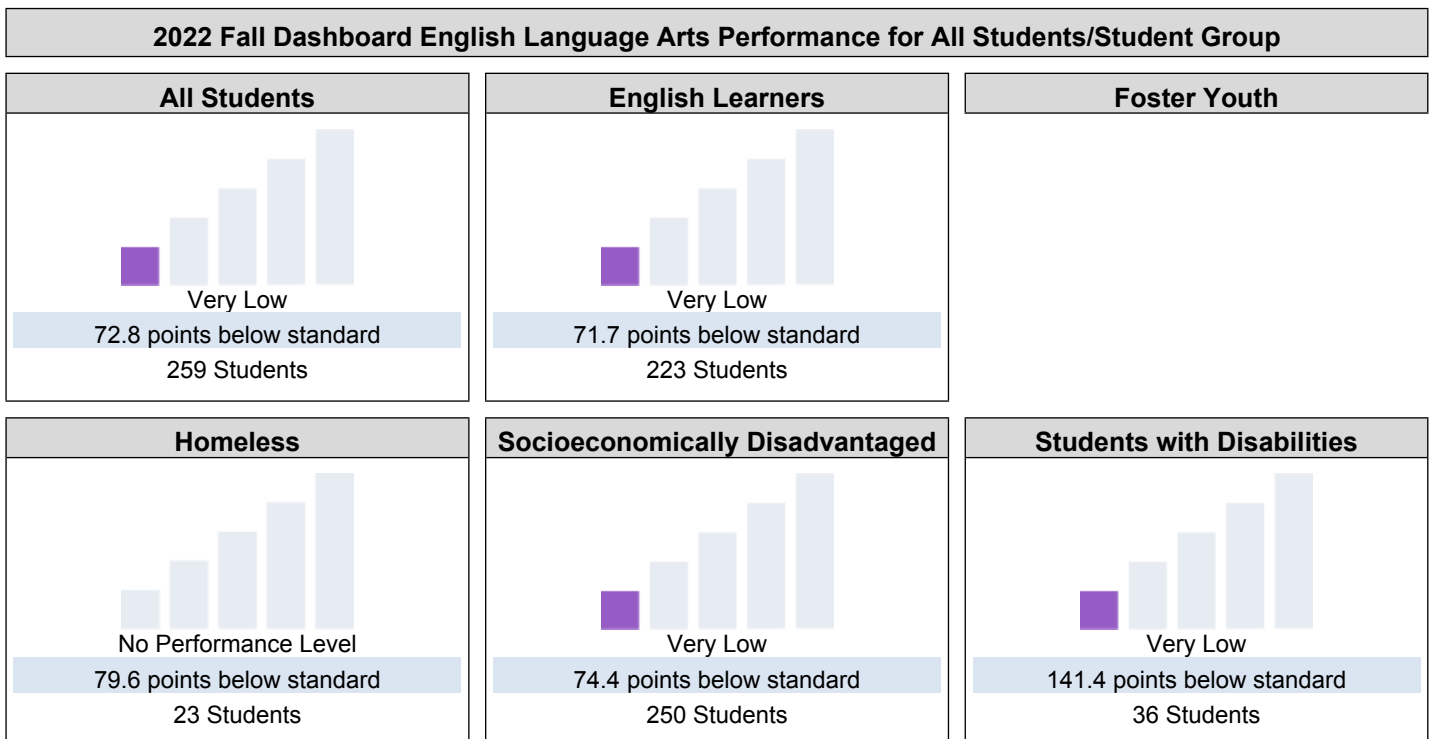
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



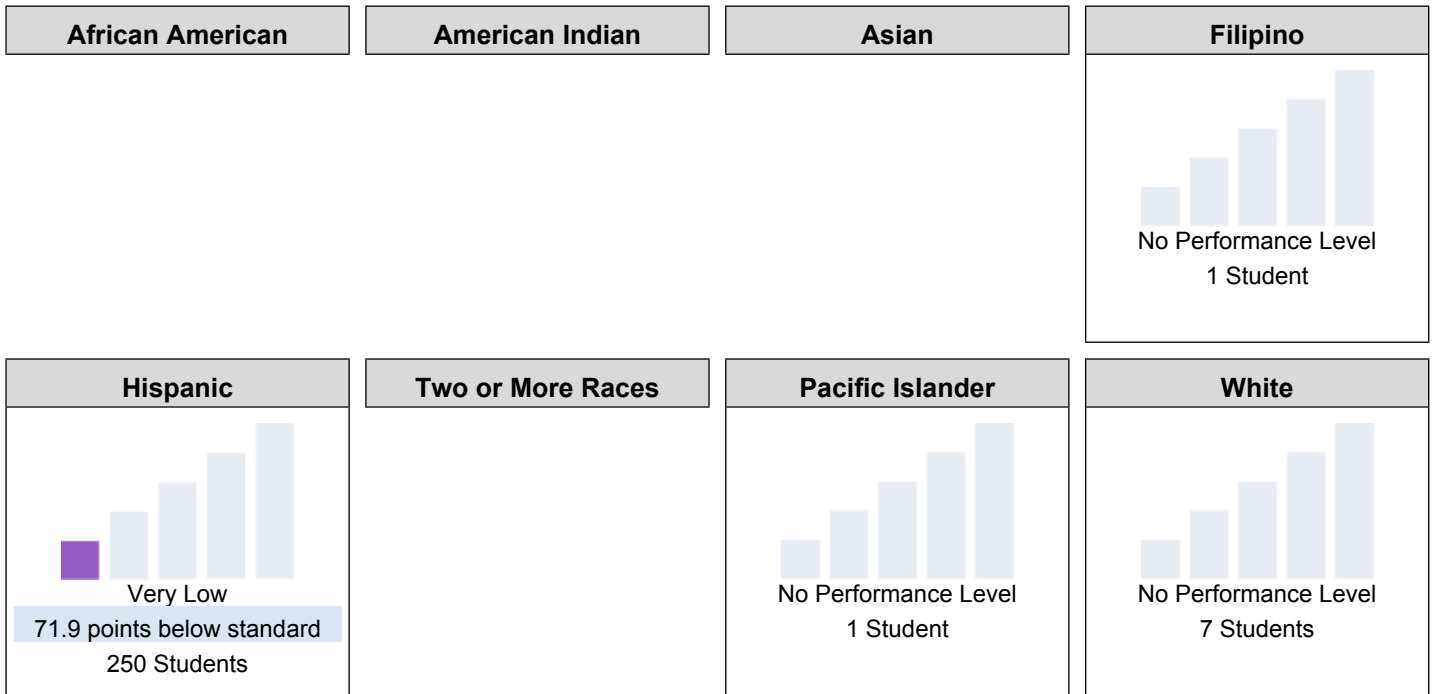
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
88.2 points below standard 191 Students	26.8 points above standard 32 Students	96.1 points below standard 28 Students

Conclusions based on this data:

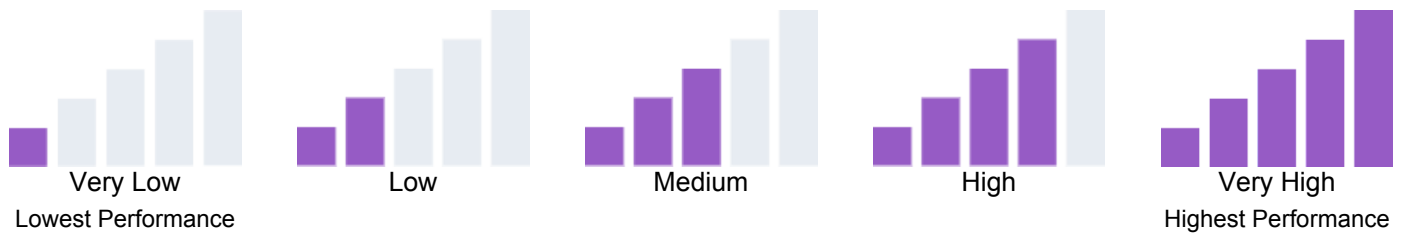
Elm Street School became eligible for ATSI due to three different categories. One category is being very low in the area of ELA for for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. We will be addressing the academic needs in ELA an via First Instruction, Progress Monitoring and Intervention. Professional Learning Communities coupled effective lesson planning with colleagues is also key to address the very low status in ELA .

School and Student Performance Data

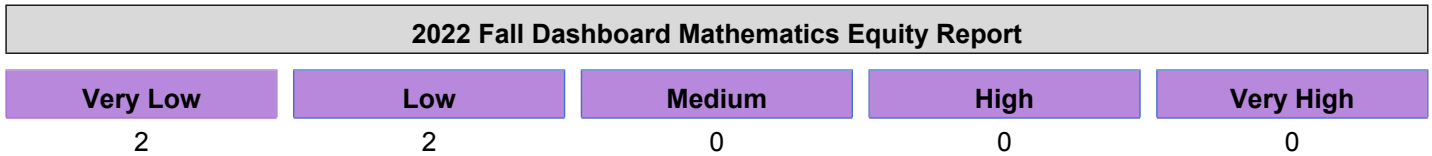
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

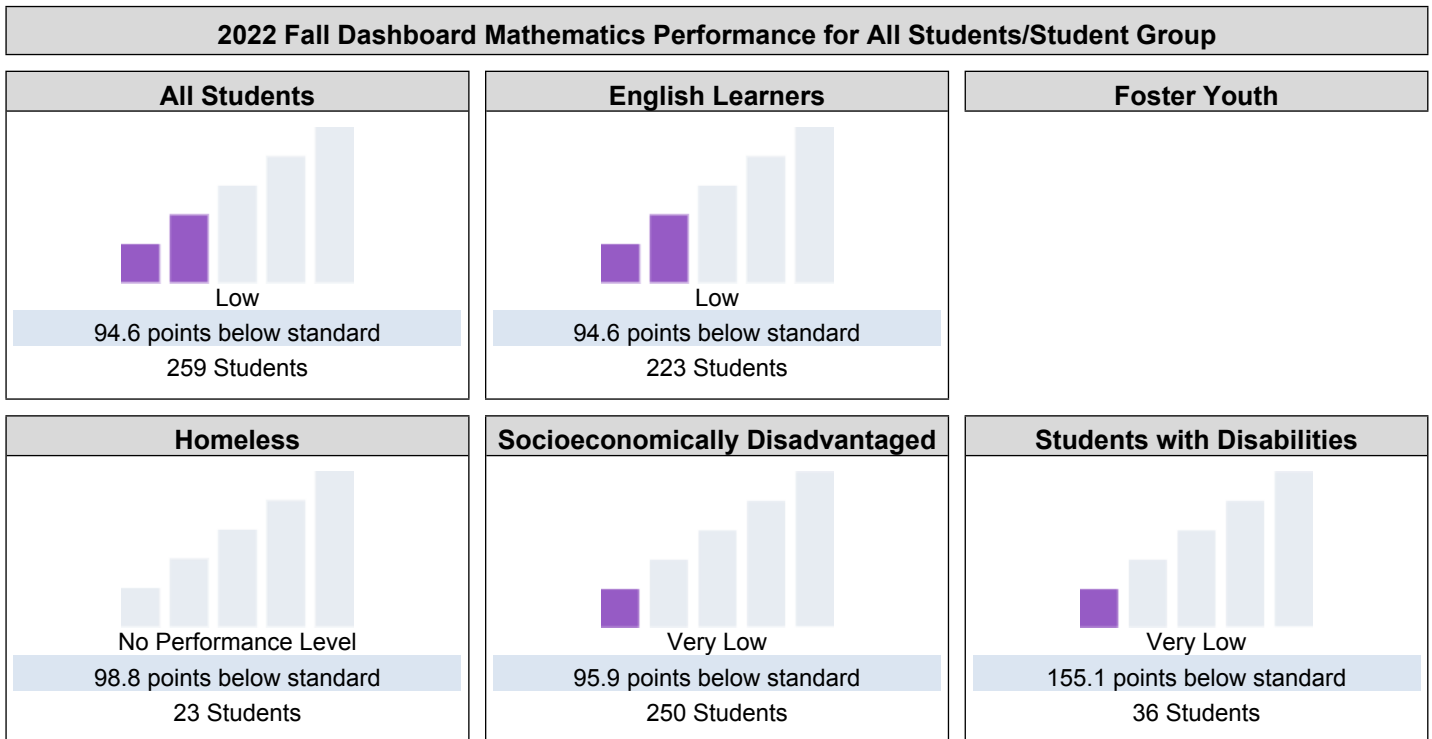
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



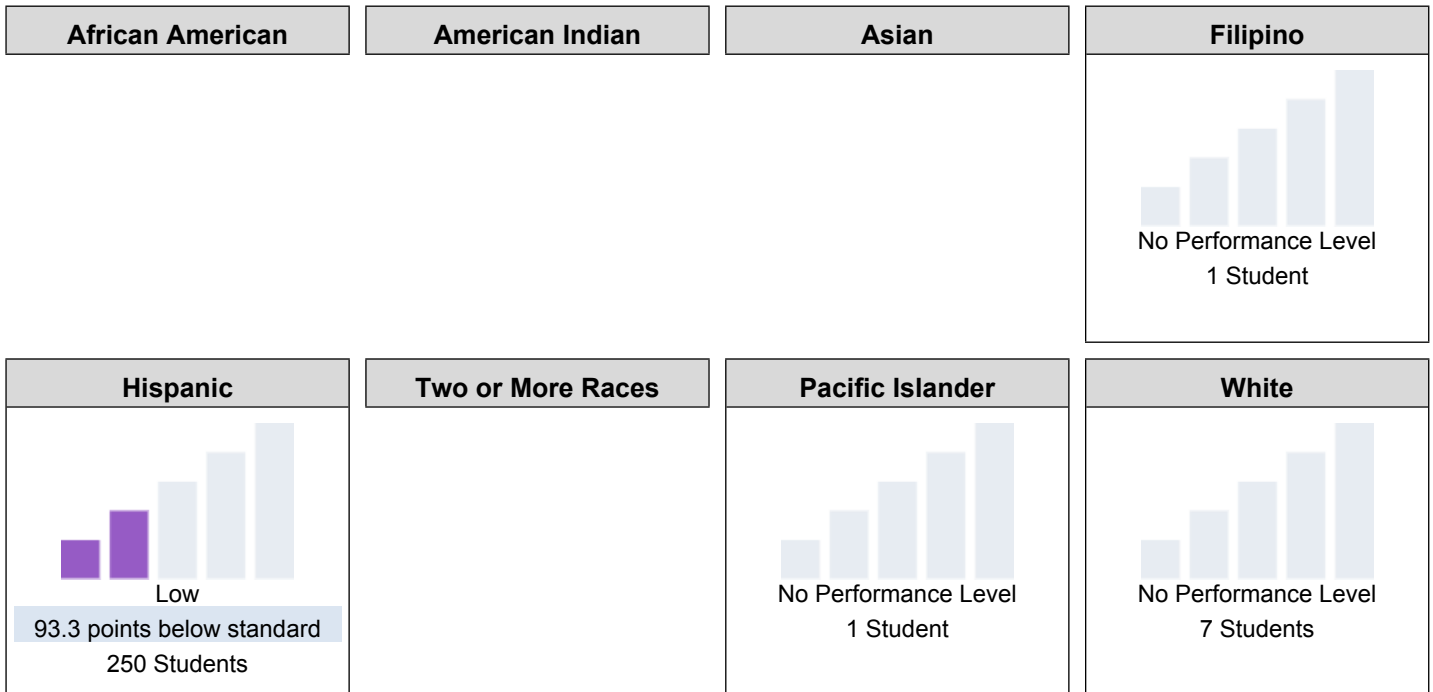
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>106.5 points below standard 191 Students</p>	<p>23.5 points below standard 32 Students</p>	<p>100.7 points below standard 28 Students</p>

Conclusions based on this data:

Elm Street School became eligible for ATSI due to three different categories. One category is being very low in the area of Mathematics for for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. We will be addressing the academic needs in Mathematics via First Instruction, Progress Monitoring and Intervention. Professional Learning Communities coupled effective lesson planning with colleagues is also key to address the low and very low status in Mathematics.

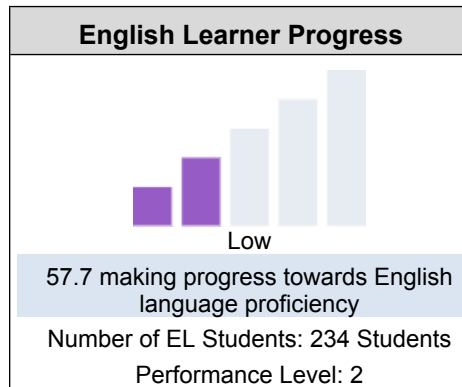
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 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
9.8%	32.5%	0.4%	57.3%

Conclusions based on this data:

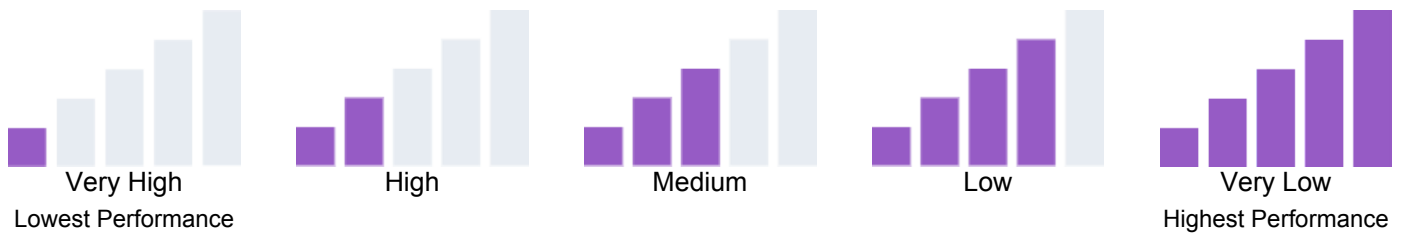
During the 2022-23 Academic year, 30 students were re-classified, and this is 10 more students that were re-classified as compared to the 2021-2022 Academic Year. Teachers continue to have a designated ELD block, which focuses on the four domains. Elm St. School student's are progressing from Level 1:Beginning Stage to Level 4:Well Developed at a moderate level. Teachers continue to have a designated ELD block, which focuses on the four domains. It is crucial to teach students the skills needed in each of the four domains, so that they become English proficient. Each year English Learners take the ELPAC state exam to measure their level of English proficiency from year to year. It is the goal to reach a level of well developed overall in the four domains as well as meet all the criteria to be considered for Reclassification.

School and Student Performance Data

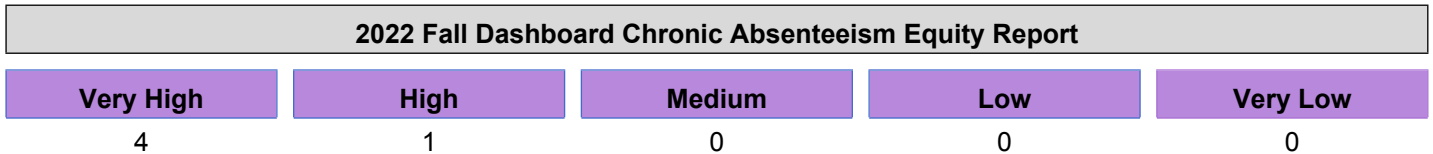
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

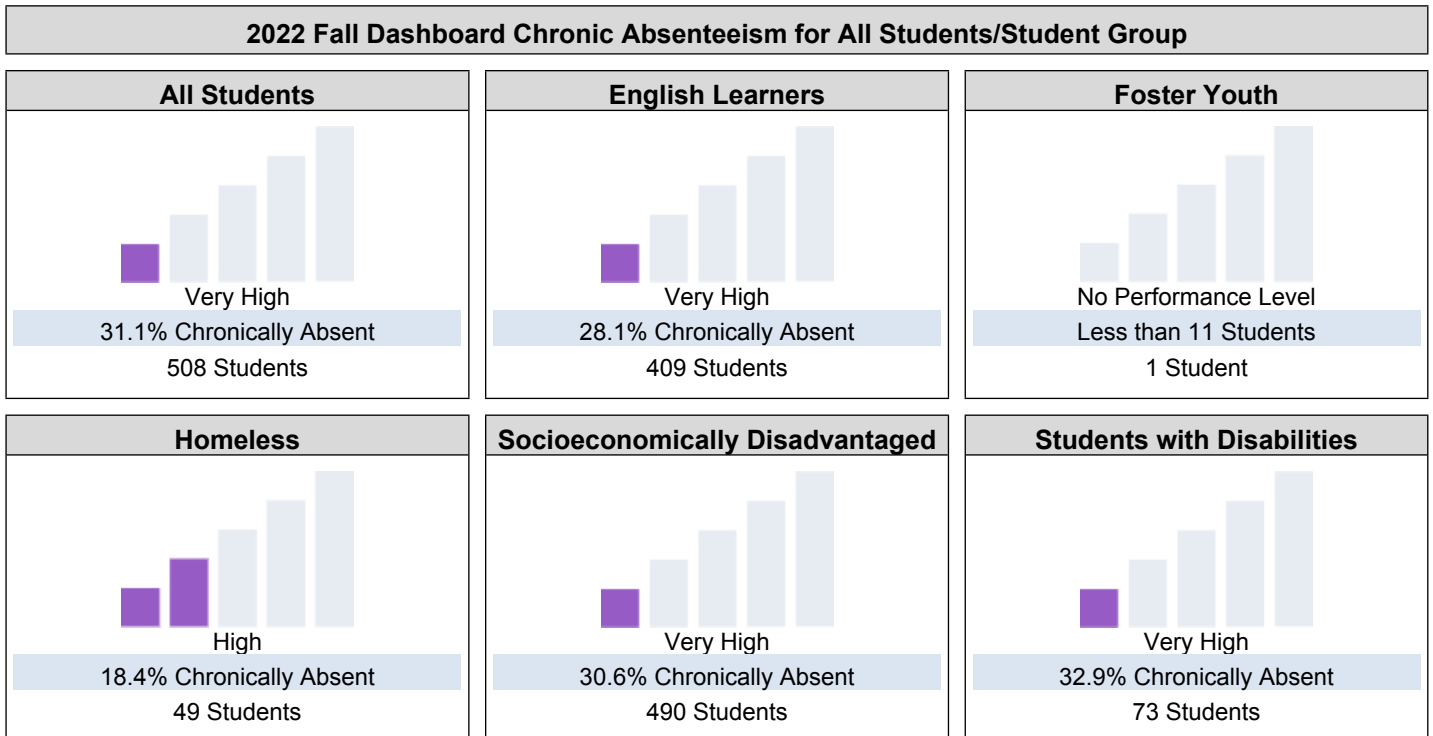
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



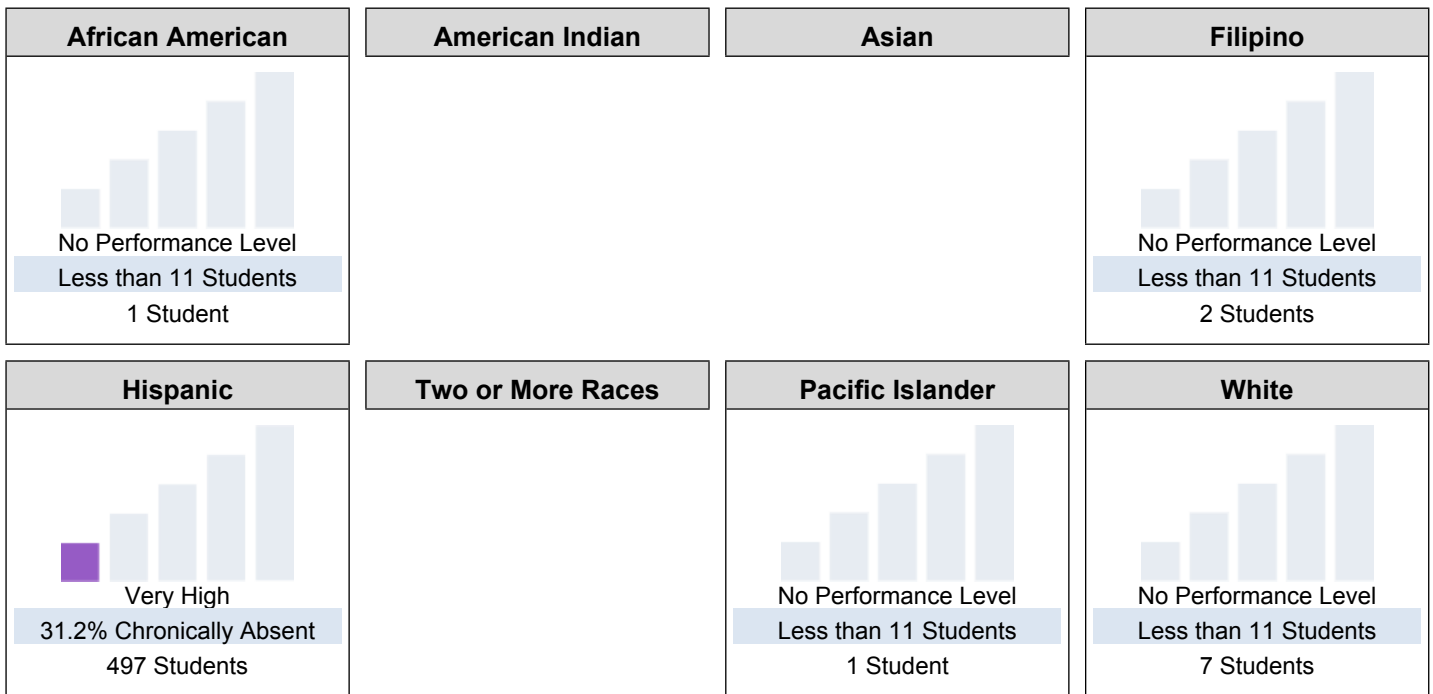
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

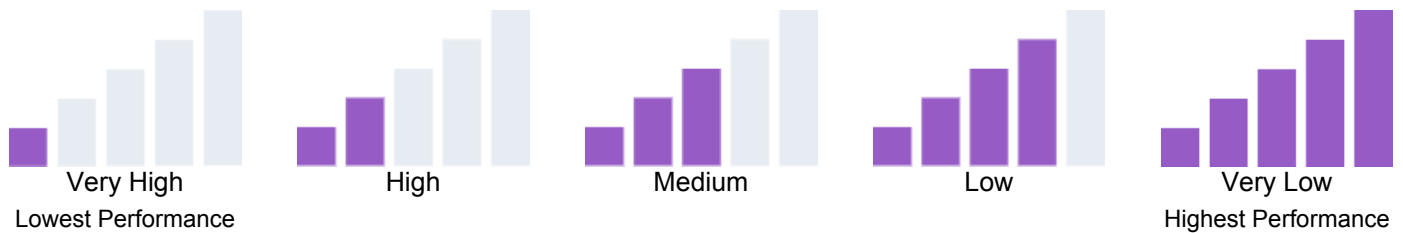
Elm Street School became eligible for ATSI due to three different categories. One category is being very high in the area of Chronic Absenteeism for student groups of English Learners, Socioeconomically Disadvantaged, Students with Disabilities and Hispanic. We will address the area of Absenteeism by providing more parent outreach and incentive programs. We feel the need of more consistent home visits to follow up with families and students to address chronic absenteeism will also be effective to address the very high status.

School and Student Performance Data

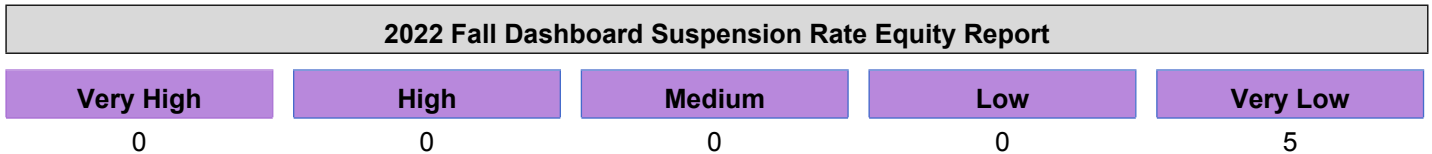
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

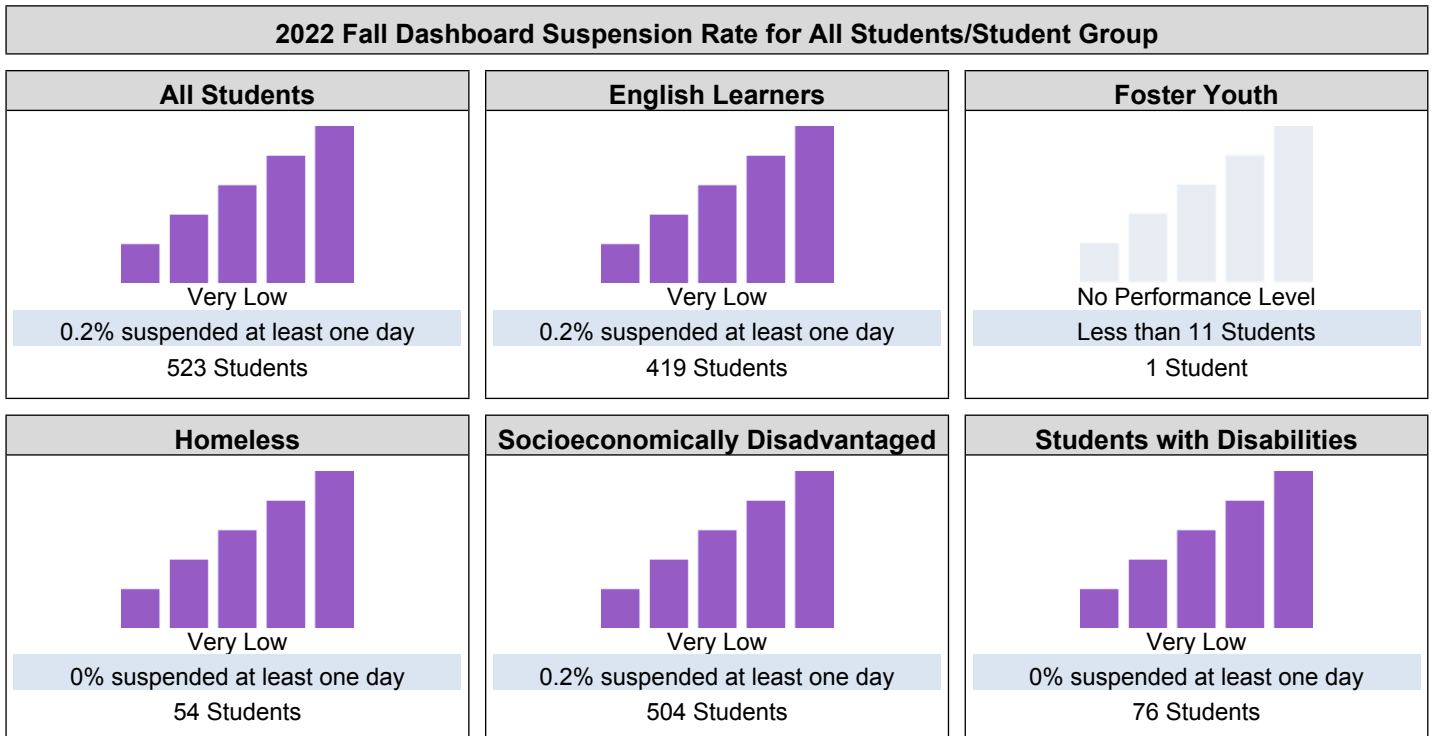
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



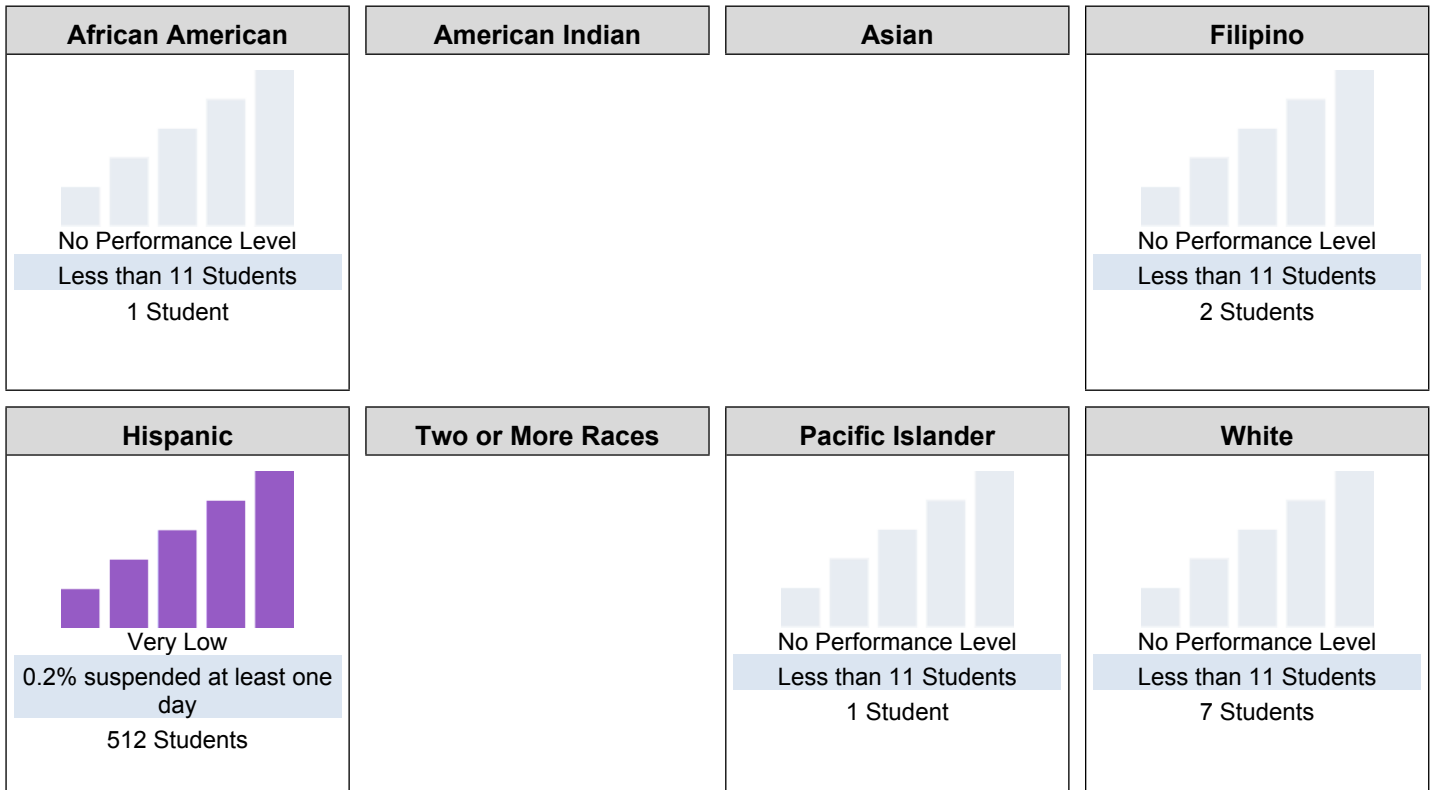
This section provides number of student groups in each level.



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.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

Elm St. School's overall suspension rate is very low. Principal and School Counselor is continuing to implement the strategies of Restorative Justice in order to decrease the rate of suspension in all student groups especially the of students with disabilities. Principal has also been working with the Counselor and Classroom teachers to look at other alternatives to Suspension. The implementation of CHAMPS in every classroom has also supported a low suspension rate and we will continue to use CHAMPS strategies to continue to lower our overall suspension rate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

All Students will reach high standards, at a minimum, attaining proficiency or better in reading and mathematics.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP English Language Arts (ELA)	<p>2021-2022 CAASPP Results by Grade Level:</p> <p>Grade 3 - 20% of students scored in the met/exceeded CAASPP score range Grade 4 -15 % of students scored in the met/exceeded CAASPP score ranges Grade 5 - 29% of students scored in the met/exceeded CAASPP score ranges</p> <p>Overall in grades 3rd-5th, 21.3% of students scored in the met/exceeded range on the CAASPP.</p> <p>2022-2023 CAASPP Results by Grade Level:</p> <p>Grade 3 -14 % of students scored in the met/exceeded CAASPP score range</p>	<p>Grade 3: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.</p> <p>Grade 4: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.</p> <p>Grade 5: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 4 - 11% of students scored in the met/exceeded CAASPP score ranges Grade 5 - 28% of students scored in the met/exceeded CAASPP score ranges</p> <p>Overall in grades 3rd-5th, 17.7% of students scored in the met/exceeded range on the CAASPP.</p>	<p>students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.</p>
CAASPP Mathematics	<p>2021-2022 CAASPP Results by Grade Level:</p> <p>Grade 3 - 16% of students scored in the met/exceeded CAASPP score range Grade 4 - 7% of students scored in the met/exceeded CAASPP score ranges Grade 5 - 9 % of students scored in the met/exceeded CAASPP score ranges</p> <p>Overall in grades 3rd-5th, 10.6% of students scored in the met/exceeded range on the CAASPP.</p> <p>2022-2023 CAASPP Results by Grade Level:</p> <p>Grade 3 - 21% of students scored in the met/exceeded CAASPP score range Grade 4 - 12% of students scored in the met/exceeded CAASPP score ranges Grade 5 - 7% of students scored in the met/exceeded CAASPP score ranges</p> <p>Overall in grades 3rd-5th, 13.3% of students scored in the met/exceeded range on the CAASPP.</p>	<p>Grade 3: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.</p> <p>Grade 4: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.</p> <p>Grade 5: Students will demonstrate growth by moving one or two levels across the different bands in the ELA CAASPP/SBAC and 3-5% of students will move from approaching to meeting and/or exceeding the CAASPP/SBAC standards.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC - Reclassification	In the 2022-23 school year, 30 English Language Learners (ELL) met the ELPAC criteria and were reclassified.	
STAR Early Literacy	<p>The percentage of students who scored At or Above in 2021-2022:</p> <p>Kindergarten: English - 56% & Spanish- 45%</p> <p>Grade 1: English- 17% & Spanish - 38%</p> <p>The percentage of students who scored At or Above in 2022-2023:</p> <p>Kindergarten: English -39 % & Spanish-49 %</p> <p>Grade 1: English- 17% & Spanish - 43%</p>	<p>Kindergarten : At the end of each trimester, students will increase 10% on their STAR 360 Early Literacy benchmark in English & Spanish.</p> <p>Grade 1: At the end of each trimester, 50% of students will increase 5% on their STAR 360 Early Literacy benchmark in English & Spanish.</p>
STAR Reading	<p>The percentage of students who scored At or Above in 2021-2022:</p> <p>Grade 2: English - 9% & Spanish 44%</p> <p>Grade 3: English - 15% & Spanish 52%</p> <p>Grade 4: English 17% & Spanish 51%</p> <p>Grade 5: English -30% & Spanish 50%</p> <p>The percentage of students who scored At or Above in 2022-2023:</p>	<p>Grade 2: At the end of each trimester, 65% students will increase 5% on their STAR 360 Reading benchmark in English & 75% of students will increase 10% on their STAR 360 Reading benchmark in Spanish</p> <p>Grade 3: At the end of each trimester, students will increase 7% on their STAR 360 Reading benchmark in English & Spanish</p> <p>Grade 4: At the end of each trimester, students will increase 20% on their STAR 360 Reading benchmark in English & Spanish</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Grade 2: English -14 % & Spanish 56%</p> <p>Grade 3: English - 10% & Spanish 50%</p> <p>Grade 4: English 20 % & Spanish 41%</p> <p>Grade 5: English -22% & Spanish 58%</p>	<p>Grade 5: At the end of each trimester, students will increase 20% on their STAR 360 Reading benchmark in English & Spanish</p>
STAR Math	<p>The percentage of students who scored At or Above 2021-2022:</p> <p>Grade 1: English- 0%</p> <p>Grade 2: English - 13%</p> <p>Grade 3: English - 20%</p> <p>Grade 4: English - 15%</p> <p>Grade 5: English - 14%</p> <p>The percentage of students who scored At or Above 2022-2023:</p> <p>Grade 1: English- 18%</p> <p>Grade 2: English -24 %</p> <p>Grade 3: English - 27%</p> <p>Grade 4: English - 11%</p> <p>Grade 5: English -10 %</p>	<p>Grade 1: At the end of each trimester, 50% of students will increase 5% on their STAR 360 Math benchmark.</p> <p>Grade 2: At the end of each trimester, 75% students will increase 10% on their STAR 360 Math benchmark.</p> <p>Grade 3: At the end of each trimester, students will increase 10% on their STAR 360 Math benchmark.</p> <p>Grade 4: . At the end of each trimester, students will increase 20% on their STAR 360 Math benchmark.</p> <p>Grade 5: At the end of each trimester, students will increase 20% on their STAR 360 Math benchmark.</p>

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

Strategy/Activity 1
Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Provide time through grade level collaboration via weekly meetings to meet in Professional Learning Communities (PLC) for at least one hour in order to increase the capacity of teachers to deliver effective data-driven instruction and to provide opportunities for teachers to collaborate to improve teaching and learning. PLC time gives grade level teams the opportunity to review formative assessments and summative assessments in order to drive first instruction. Grade level collaboration is also a critical component of the Student Study Team process in order to share concerns regarding students and provide intervention supports. Teachers develop intervention opportunities for struggling students and once intervention data has been analyzed the next step would be to follow up with Student Study Team process via the MTSS model to document concerns and follow through with next steps to support students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Ensure the appropriate time for language arts, mathematics, and ELD instruction at each grade level by monitoring daily classroom schedules and classroom visits. Principal is also monitoring rigorous first instruction during classroom visits. The Teachers in collaboration with the Principal have also implemented progress monitoring, and are using the Progress Monitoring Form to review post assessments and next steps. As a result of implementing Progress Monitoring, the fourth and fifth grade teachers are administering the STAR 360 at the end of their 6-8 week cycle of intervention to gather more information about student progress. The data gives teachers information for their next steps of intervention.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional I cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Transitional Kindergarten & Kindergarten Students

Strategy/Activity

Provide Transitional Kindergarten instructional support through the hiring of one Paraeducator to augment and support teaching and learning. Oxnard School District also has hired a Transitional Kindergarten (TK) Teacher on Special Assignment (TOSA) to support the TK Teacher at Elm St. School. The district will also provide Kindergarten instructional support through the hiring of two Paraeducators to augment and support the teaching and learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries

500.00

LCFF
2000-2999: Classified Personnel Salaries
Instructional Assistant Extra Help

177.00

LCFF
3000-3999: Employee Benefits

District Funded
1000-1999: Certificated Personnel Salaries
Transitional Kindergarten TOSA

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

Long Term English Learners 3rd, 4th & 5th graders which will include all the special population groups of English Learners that are within the following clarifications of Migrant, Special Education, SED, Foster , Homeless, African-American and GATE.

Strategy/Activity

Provide extra support for English language development during Winter Break for four days for a minimum of four 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)
6,000.00	Title III 1000-1999: Certificated Personnel Salaries Certificated Salaries
1,370.00	Title III 1000-1999: Certificated Personnel Salaries Benefits
6,405.00	Title III 4000-4999: Books And Supplies Supplies for Bootcamp
500.00	LCFF 2000-2999: Classified Personnel Salaries Custodial OT
177.00	LCFF 3000-3999: Employee Benefits

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Staff will continue implementation and monitoring of Accelerated Reader (AR), MyOn and Lexia programs for use by all students in grades K-5 to access non-fiction and fiction reading material. Lexia is an application focused on reading which provides lessons to support student learning that is funded by the district, so that students can focus on skills they need to target based on the auto placement test. A greater emphasis will be on providing academic incentives to students, so that students stay motivated to meet their AR and Lexia 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)
5,000.00	LCFF

	4000-4999: Books And Supplies Academic Incentives
	District Funded 5800: Professional/Consulting Services And Operating Expenditures AR contract
	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn contract
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Staff will ensure the full implementation of the district adopted Wonders/Maraviillas ELA/SLA/ELD curriculum, My Math mathematics curriculum in order support the CCSS for ELA/SLA/ ELD and mathematics. In grades Kindergarten through fifth grade the implementation of the Dual Language Immersion (DLI) Biliteracy Unit Frameworks (BUF) will be implemented with fidelity. The Special Education team also communicates with the regular education classroom teacher to ensure that our Special Education students are receiving support with CCSS. During IEP meetings we ensure the accommodations and modifications are closely reviewed and adjusted, so that our students receive what they need to be successful.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
8,884.00	LCFF 4000-4999: Books And Supplies Warehouse Charges
226.00	Title I 4000-4999: Books And Supplies Materials & Supplies
3,000.00	Title I 5800: Professional/Consulting Services And Operating Expenditures

	Online Subscriptions, Licenses, Apps
5,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Online Subscriptions, Licenses, Apps
1,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Publications Recharges- Graphics
2,000.00	LCFF 4000-4999: Books And Supplies Computer Supplies and Software
4,996.00	LCFF 4000-4999: Books And Supplies Materials & Supplies

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

Transitional Kindergarten through fifth grade students

Strategy/Activity

Enrich the library with English and Spanish reading books with an emphasis on completing sets or a series.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	LCFF 4000-4999: Books And Supplies Enrich the library with English & Spanish reading books with an emphasis on completing sets or a series.
500.00	Title I 2000-2999: Classified Personnel Salaries Library Media Technician Extra Help
177.00	Title I 2000-2999: Classified Personnel Salaries Benefits.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

District Technology Services Technician will maintain equipment and software to support student learning through technology. Elm's District Technology Services Technician provide Technology Training to families in the morning and late afternoon. The Technology Training empowered families on how to access completion of time on applications like ST Math and Lexia.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
2000-2999: Classified Personnel Salaries
Classified Salaries: District Technology Services Technician

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Elm has two Instructional Support Providers (ISP) to provide small group reading intervention through Leveled Literacy Intervention (LLI).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

23,814.00

Title I
1000-1999: Certificated Personnel Salaries
Certificated Salaries: Instructional Support Provider

5,437.00

Title I
3000-3999: Employee Benefits
Benefits

23,814.00

LCFF - Intervention
1000-1999: Certificated Personnel Salaries

	Certificated Salaries: Instructional Support Provider
5,437.00	LCFF - Intervention 3000-3999: Employee Benefits Benefits

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Staff will continue implementation and monitoring of ST Math. ST Math is an application focused on mathematics provided by the district, so that students can focus on skills they need to target based on the auto placement test. A greater emphasis will be on providing academic incentives to students, so that students stay motivated to meet their ST Math 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)
3,500.00	LCFF 4000-4999: Books And Supplies Academic Incentives

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The STAR 360 Early Literacy, Reading, and Mathematics assessments will be administered at least 4 times a year to progress monitor students in order to modify instruction and to make instructional decisions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

Students receiving Special Education services

Strategy/Activity

Special Education students are being served by two of our Resource Specialist Teachers, two Special Education Paraeducator, a Speech and Language Therapist, a Speech and Language Paraeducator, and School Psychologists. One School Psychologist was hired specifically to address the social-emotional needs of students to provide one one one and group counseling support. Special Education students are also included in the MTSS process via Tier 1 and first instruction by being included in not only whole group instruction, but small group instruction within 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)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

Third through fifth grade students

Strategy/Activity

The Interim Assessment Block (IAB) for English Language Arts and Mathematics will be administered to 3rd-5th grade students 3 times a year. Staff will input assessment results into Q, evaluate, and analyze results and use the information to inform instructional decisions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

	Curriculum assessments
	District Funded
	Q Student Data Program

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

iPads will be used to increase academics in Language Arts, Mathematics, Science, Social Studies and ELD by giving our students access to a variety of academic applications. The academic applications like ST Math and Lexia give students the opportunity to work at their instructional level to work on specific academic skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded
	District 1:1 initiative

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The district has hired Literacy Intervention Teachers (LIT) for each school site to provide extra support in English Language Arts to our students. The LIT Teacher will be using Leveled Literacy Intervention (LLI) to provide extra support to students identified through our Multi-Tiered Support System. Our LIT teacher is also guiding and supporting our ISP Teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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District Funded
1000-1999: Certificated Personnel Salaries
Certificated Salaries

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Library Media Technician to upkeep school library and promote reading to all students in TK-5th grade. In addition the Library Media Technician will ensure all teachers have district adopted curriculum for instruction and students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
2000-2999: Classified Personnel Salaries
Classified Salaries: Library Media Technician

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Copy machines, laminator and duplo will be maintained for instructional support use.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

LCFF
5000-5999: Services And Other Operating Expenditures
Maintenance Agreements

500.00

LCFF

5000-5999: Services And Other Operating Expenditures
Rentals, Releases & Repairs

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Fieldtrips will be based on the Biliteracy Unit Frameworks in Transitional Kindergarten through fifth grade to build background knowledge prior to teaching the unit of study. Field trips will be based on their units of study directly correlated to Common Core State Standards. Elm St. School students need to experience hands on activities that will enrich and enhance the instructional program. PTA will also be providing funds for Transportation and Entrance Fees for each grade level.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3,000.00

LCFF
5700-5799: Transfers Of Direct Costs
Fieldtrips: Transportation

2,000.00

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Entrance Fees for Fieldtrips

3,000.00

Title I
5700-5799: Transfers Of Direct Costs
Fieldtrips: Transportation

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Teachers will attend Conferences in order to promote deeper understanding, uncover new learnings and reinforce existing best practices. Teachers that attended Conferences will present information gained to entire teaching staff at a designated Staff Meeting.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3,000.00	LCFF 5800: Professional/Consulting Services And Operating Expenditures Transportation, Hotel & Food
7,000.00	LCFF 5000-5999: Services And Other Operating Expenditures Dues & Membership Fees for Conference

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

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

All students: DLI Program

Strategy/Activity

Provide specific DLI training and support for the DLI programs and biliteracy instructional materials implementation via Center for Teaching for Biliteracy. During the 2023-2024, the Oxnard School District has funded a DLI TOSA specifically for Elm St. School. The DLI TOSA will support the implementation of the BUFs and support fidelity to the biliteracy program.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded No additional cost
	District Funded 1000-1999: Certificated Personnel Salaries DLI TOSA

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Professional Development opportunities for all teachers in Language Arts, Mathematics, Technology and Science to fully implement curriculum. The Math Manager, Science Instructional Specialist, History/Social Science Specialist, DLI TOSA and Technology TOSA will support teachers in the classroom for full program implementation. Elm St. School is the Academy of Environmental and Life Science & Mathematics, and extra focus and attention will be put in our strand focus to achieve our academic goals via Professional Development in Environmental and Life Science & Mathematics.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 5000-5999: Services And Other Operating Expenditures Professional development
	District Funded 1000-1999: Certificated Personnel Salaries Technology TOSA
	District Funded 1000-1999: Certificated Personnel Salaries Math Manager
	District Funded 1000-1999: Certificated Personnel Salaries Science Instructional Specialist
	District Funded 1000-1999: Certificated Personnel Salaries History/Social Science Specialist
	District Funded 1000-1999: Certificated Personnel Salaries District DLI TOSA

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

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

English Learners

Strategy/Activity

Provide at minimum, 45 minutes of daily designated ELD for students within all ELPAC levels of Reading, Writing, Listening and Speaking which include high leverage practices to develop language development during first instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

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

All students: DLI Program

Strategy/Activity

Teaching for Biliteracy Institute will provide support for teachers on the implementation of Biliteracy Unit Frameworks (BUFS) and the implementation of biliteracy strategies via Professional Development though out the academic year.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
5800: Professional/Consulting Services And
Operating Expenditures
Teaching for Biliteracy Institute Contract

Strategy/Activity 24

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Teachers that are interested will be given the opportunity to provide tutoring before or afterschool. The focus will be to provide support to students not mastering the focus skills taught in the classroom in the areas of ELA, SLA & Mathematics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
12,000.00	Title I 1000-1999: Certificated Personnel Salaries Tutoring
2,740.00	Title I 3000-3999: Employee Benefits Benefits for Tutoring
1,000.00	LCFF 1000-1999: Certificated Personnel Salaries Tutoring
229.00	LCFF 3000-3999: Employee Benefits Benefits for Tutoring

Annual Review

SPSA Year Reviewed: 2022-23

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.

Meeting as grade level teams and focusing on the Professional Learning Community cycle of inquiry guides teachers, and the data at Elm St. School confirmed the importance of meeting in Professional Learning communities with fidelity. Teacher collaboration by grade level was provided at least twice a month after-school to be able to collaborate on best teaching practices and monitor student growth with fidelity. Our current STAR 360 data in Early Literacy, Reading and Math reflects the challenges the Elm St. School community has encountered. The Principal will hold a Leadership Team meeting the first Monday of the month followed by a PLC meeting. There will only be two Staff meetings a month and the rest of the Staff Meetings will be dedicated to PLC/grade level meetings. The PLC meetings will focus on reviewing formative and summative assessments in order to make decisions on first instruction and next steps in the Progress Monitoring Process. The PLC meetings will be lead by the Principal and Teachers so that is a collaborative process in order to impact student achievement. During the 2023-24 academic year, two Instructional Support Providers will be hired to continue with Tier 2 intervention. We will also keep the new Oxnard EMPOWERS Strategic Plan which includes the Student Profile at the forefront to ensure we are meeting the needs of the whole child for future 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.

Our current STAR 360 data in Early Literacy, Reading and Math as well as the CAASPP 2022 data reflects the challenges Elm St. School has ahead, but the Teachers are committed to the challenge ahead. The data reflects that Elm St. School has made minimal academic growth from one year to the next and that we have to take a closer look at the instructional practices that are taking place from year to year. We need to ask ourselves, "Are the instructional practices I am currently

teaching impacting positive academic growth?" We need to take time to reflect on this question and analyze current instructional practices.

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.

The Instructional Leader has implemented a feedback cycle to visiting classrooms to focus on School-Wide Goals, and the Instructional "Look Fors" in order to give immediate positive feedback. The Instructional Leaders goal is visit each grade level and take anecdotal notes in order to observe daily routines and teaching practices, and provide support and guidance to ensure Common Core State Standards are being taught with fidelity at a rigorous level.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	School Suspension Rate continues to be less than 1%.	Continue to maintain 1% or lower suspension rate.
Attendance	School Attendance rate was 93%	Work towards a minimum of 95% attendance rate.
Office Discipline Referrals	Office Discipline Referral rates continue to be less than 1%	Continue to maintain 1% or lower office referrals

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All students with a Special Focus on the following groups: English Learners and Socio-economically disadvantaged students These two student groups account for over 70% of Elm's student population

Strategy/Activity

School Counselor, Attendance Technician, and Outreach Consultant (ORC) to provide support for students and families in the areas of attendance, community resources and resiliency. Attendance

will be a major focus due to ATSI status of Chronic Absenteeism. Attendance Technician and Outreach Consultant (ORC) will monitor student attendance. One action due to chronic absenteeism will be to implement a positive reinforcement by having the ORC meet with students weekly to do check ins. At the check ins, students will focus on their daily, weekly and monthly goals by tracking their attendance. Positive Reinforcement will be emphasized by providing daily, weekly and monthly incentives. A second action is to provide support to students and families that need extra support via our ORC and Counselor. A third action will be making home visits on a weekly basis to those families if a student is not making their daily, weekly and monthly attendance goals. Home visits have been instrumental in ensuring our students attend school regularly by talking to the families about consistent attendance. School Counselor is instrumental in providing mental health supports, especially after information is gathered during Home Visits.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	Centralized Services 2000-2999: Classified Personnel Salaries Classified salary: Outreach Consultant
	Centralized Services 1000-1999: Certificated Personnel Salaries Certificated Salary: School Counselor
	Centralized Services 2000-2999: Classified Personnel Salaries Classified Salary: Attendance Technician
2,000.00	Title III 2000-2999: Classified Personnel Salaries OT for Outreach Consultant
706.00	Title III 3000-3999: Employee Benefits Benefits

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Continue implementation of academic incentive programs and trimester awards recognition to encourage academic excellence.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	LCFF 4000-4999: Books And Supplies Academic Incentives

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

CHAMPS expectation assemblies will be held to set and review expectations led by fifth grade student leaders.

Proposed Expenditures for this Strategy/Activity

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Implement and monitor appropriate behaviors school-wide through continued implementation of PBIS and CHAMPS. The PBIS Committee will meet monthly with the Leadership Team to discuss next steps for campus wide implementation and teacher requests for behavior support. Hold Monthly Campus Assistant meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

School Counselor and ORC to coordinate and provide drug, alcohol, tobacco, and bullying prevention education (i.e. Red Ribbon Week and Never give up, Encourage others and Do your best via NED Assembly).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1,000.00

Source(s)

LCFF
4000-4999: Books And Supplies
Red Ribbon Week Incentives

School Counselor (see goal 2, action1)

ORC (see goal 2, action 1)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Review and update Comprehensive Safe School Plan (CSSP) annually with Safety Committee, Elm St. School Staff, SSC & ELAC.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All students. Extra focus and attention is given to at promise students (at promise students are those students that have the potential to do better, but are struggling), Special Education students, Foster and Homeless student population to ensure wrap around services.

Strategy/Activity

The School Counselor and Outreach Coordinator will provide support to students and families in the early evening hours. We want to ensure that we are able to provide services to students once families get home from work, and are not able to be reached during the normal school 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)
500.00	LCFF 1000-1999: Certificated Personnel Salaries Counselor
115.00	LCFF 1000-1999: Certificated Personnel Salaries Certificated Benefits
500.00	LCFF 2000-2999: Classified Personnel Salaries ORC
177.00	LCFF 1000-1999: Certificated Personnel Salaries Classified Benefits

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Share safety drill assessment results with staff and additionally with parents during ELAC & SSC 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)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All students. Extra focus and attention is given to at promise students, Special Education students, Foster and Homeless student population to ensure wrap around services. The data from the Panorama Survey guides the School Counselor to create small groups based on the results.

Strategy/Activity

School Counselor will work with students and families regarding behavior and social-emotional issues, individually and in small groups. Counseling services will be referred to community agencies at the discretion of school counselor. Ventura County Behavioral Health Agency with the staff of Logrando Bienestar/Achieving Well-Being has been an instrumental component to provide services for our Elm St. School 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)

[Empty box for Amount(s)]

School Counselor (see goal 2, action 1)

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Artist in the Classrooms will be offered to each classroom teacher to support the social-emotional needs of 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)

2,000.00

LCFF
5800: Professional/Consulting Services And
Operating Expenditures
Artist in the Classroom Fee

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The staff will follow the Multi-Tiered System of Supports (MTSS) process for behavior and social-emotional issues. One action is that the PBIS Committee will review the MTSS Pyramid and give suggestions to teachers for behavior support in the classroom .Another action is that Student discipline data will be monitored at intervals throughout the year to ensure Restorative Justice practices are effective practices and lowering suspension rates.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

All staff and students will participate in monthly fire drills, one earthquake drill a trimester and a lockdown drill each trimester to ensure our safety procedures are appropriate. Elm St. School participates in the California Great Shake Out (Earthquake Drill) in October to be in solidarity with California and ensure we are following safety procedures.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The Safety Committee will review, update and monitor the Comprehensive Safe School Plan and make revisions as necessary.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Employ 5 Campus Supervisors. Campus Supervisors will monitor students before school, ingress, recesses, lunches, dismissal, and egress.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
2000-2999: Classified Personnel Salaries
Classified Salaries

5,000.00

LCFF
2000-2999: Classified Personnel Salaries
Monthly Meetings

1,765.00

LCFF

	2000-2999: Classified Personnel Salaries Classified Benefits
1,000.00	LCFF 2000-2999: Classified Personnel Salaries Playground Aides-Subs
353.00	

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Referrals will be made to School Counselor, and Outreach Consultant (ORC) when necessary to support students and families by providing access to community services/wrap around services. Referral process will be through teachers or MTSS via Student Success Team (SST).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	ORC (see goal 2, action 1)
	School Counselor (see goal 2, action 1)

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Students will be trained on Digital Citizenship and internet safety.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

School Counselor will support teachers and students to complete Panorama Survey. Students will participate in the Panorama Survey (Transitional Kindergarten to Fifth Grade). Families will participate in the California School Parent Survey, and the staff will participate in California School Staff Survey for additional data collection related to social-emotional health.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

School Counselor (see goal 2, action 1)

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

As a staff we recognize the importance of implementing Community Circles into the classroom, on a regular basis, to address the social emotional needs of all of our students. One action is that Teachers will implement Community Circles at least once a week. Community Circles are a positive outlet for students to share their feelings.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 19

Students to be Served by this Strategy/Activity

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

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

Fifth Grade Students

Strategy/Activity

School Counselor and ORC will advise the Student Leaders during an after-school club to promote and encourage leadership skills. The Student Leaders will also promote a positive school culture, and promote positive school activities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ORC (see goal 2, action1)

School Counselor (see goal 2, action 1)

Strategy/Activity 20

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The MTSS committee will meet monthly or as often as needed to address the needs of the students. The MTSS committee will meet to discuss student needs based on teacher referrals. The SST behavior actions/strategies will be developed and implemented in the classroom with support from School Counselor and District Behavior Team.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ORC (see goal 2, action 1)

School Counselor (see goal 2, action 1)

District Funded
1000-1999: Certificated Personnel Salaries
District Behavior Specialist Team

Strategy/Activity 21

Students to be Served by this Strategy/Activity

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

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

All students with an extra focus on Special Education, Foster and Homeless youth.

Strategy/Activity

All staff working with students with special needs will receive NCPI training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Professional development

Annual Review

SPSA Year Reviewed: 2022-23

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.

An extra emphasis has been put on the social emotional well being of our student population due to stressors inside and outside of the school. As a staff we recognize the importance of implementing Community Circles into the classroom, on a regular basis, to address the social emotional needs of all of our students. Community Circles are a positive outlet for students to share their feelings. The social-emotional, health and well-being needs of students has been consistently met though the overall implementation of the strategies/activities on a consistent basis. During the 2022-2023 Academic Year, a Wellness Center has been created in one of the classrooms at Elm St. School. The Wellness Center is a safe space for students to meet with the School Counselor. The School Counselor has implemented Drumming Circles to address the social emotional needs of the students that will continue during the 2023-2024 Academic year.

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

There are no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal in comparison to the previous year. There is no additional cost.

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.

The incorporation of the Panorama Survey for Transitional Kindergarten through fifth grade students has provided valuable data. Elm St. School has had a very high percentage of third through fifth grade students participating in the survey because our School Counselor supports the teachers and students. The School Counselor blocks off time to support each classroom. The data collected has been shared with teachers, and our school counselor has created small groups to address the needs of our students based on the data collected from the Panorama Survey. During the 2022-2023 Academic Year, the Panorama Survey was modified to include Transitional Kindergarten. The Panorama Survey will be administered three times throughout the school year, with guidance and support by School Counselor.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

To increase communication through websites and blackboard connect messages and new Parent Square Communication System so parents and community are informed about district and school instructional programs and activities
 To facilitate parent involvement in the educational and social-emotional well-being of their children

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent Participation in School Sponsored Events	2022-2023 Data: Parent participation in school sponsored events as based on sign-in sheets: Back to School Night 85% ELAC Meetings average attendance was 12 SSC Meetings average attendance was 10 Fall Parent Conferences 90%	Parent participation to family events will increase by 5% as measured by parent sign-in sheets at each sponsored school event.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Update Home-School Compact and Parental Involvement Policy. Share documents with all parent committees and school 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)

No additional cost

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

School Site Council (SSC) and English Language Advisory Committee (ELAC) Parent Members will attend Conferences in order to build parent awareness and knowledge to become fully engaged in their child's school and education and develop deeper leadership skills as community leaders. Families that attended Conferences will present information gained to other families during designated SSC & ELAC meetings. Families of English Language Learners will be invited and encouraged to attend the Ventura County California Association of Bilingual Education (CABE) conference in the Fall and the Spring CABE Conference that will be held in Anaheim Spring 2023. We would also like to invite families to the GATE conference.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

16,000.00

Title III
5000-5999: Services And Other Operating Expenditures
Hotel, Transportation & Food Expenditures

3,000.00

LCFF
5000-5999: Services And Other Operating Expenditures
Hotel, Transportation & Food Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

Fifth Grade Female students

Strategy/Activity

School Counselor will provide information and organize Parent/Guardian & Child classes for fifth grade students. The classes are given by Ventura County Community Health Nurses Organization.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

Counselor (see goal 2, action 1)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

The school site will provide Ventura County Behavioral Health through Logrando Bienestar/Achieving Well-Being, and provide a series of mental health workshops to 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)

[Empty box for Amount(s)]

No additional cost

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

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

The main focus was for Fifth grade students and their families

Strategy/Activity

School Counselor and ORC presented A-G parent education information, along with leading hands on STEM activities for families and 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)

ORC (see goal 2, action 1)

Counselor (see goal 2, action 1)

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide Snacks & Beverages for ELAC, SSC & Coffee with the Principal

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500.00

LCFF
4000-4999: Books And Supplies
Snacks & Beverages

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All students with an emphasis on English Language Learners via ELAC.

Strategy/Activity

Family involvement and opportunities to provide input will be provided through School Site Council (SSC) and English Language Advisory Committee (ELAC) meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

PTA parent involvement in planning and executing school activities and events will be provided and encouraged. PTA has committed to providing funding for fieldtrips that are tied to Biliteracy Unity Frameworks and 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)

No additional cost

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Use of the Blackboard Connect phone calling system and new Parent Square Communication System, written home notices, school marquee, school website, and Class Dojo account regularly for school notifications to communicate with Elm St. School families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

No additional cost

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Translators made available for Back to School Night, parent-teacher conferences or any parent meeting. Translation will include Spanish and Mixteco Interpretations.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	LCFF 2000-2999: Classified Personnel Salaries Classified salaries
500.00	LCFF 2000-2999: Classified Personnel Salaries Classified salaries
	District Funded 1000-1999: Certificated Personnel Salaries Mixteco Translator
353.00	LCFF 2000-2999: Classified Personnel Salaries Classified Benefits
177.00	LCFF 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Childcare/Babysitting made available for meetings like SSC, ELAC, Coffee with the Principal and/or parent classes/workshops.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1,000.00	LCFF 2000-2999: Classified Personnel Salaries Classified Salaries
353.00	LCFF 2000-2999: Classified Personnel Salaries Classified Benefits

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

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

English Language Learners

Strategy/Activity

Families will provide feedback on the academic programs and English Learner needs through the EL Parent Needs Assessment survey.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional cost

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

Special Education

Strategy/Activity

Encourage parents to attend IEP meetings and participate in the IEP process for students with special education needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500.00	LCFF

	1000-1999: Certificated Personnel Salaries Substitutes for general education teachers and RSP teacher
571.00	LCFF 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Encourage parents to attend and participate in MTSS/Student Success Team (SST) meetings to discuss strategies for students academic, speech & language, and social-emotional needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2,500.00	LCFF 1000-1999: Certificated Personnel Salaries Substitutes for general education teachers and RSP teacher
571.00	LCFF 1000-1999: Certificated Personnel Salaries Certificated Benefits

Strategy/Activity 15

Students to be Served by this Strategy/Activity

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

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

After School Program (ASP) students in first through fifth grade.

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES
After School Program

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

English Language Learners

Strategy/Activity

Encourage parents to attend ELD Reclassification meetings in the Fall and Spring to celebrate student success by giving families a personal invitation to attend Reclassification Ceremony.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 17

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Mail was sent home to families to increase communication, and increase student engagement. Letters and packets were mailed via postal service for further communication and student engagement between the school and the home.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100.00

LCFF
5900: Communications
Postage

Strategy/Activity 18

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2022-23

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.

Families will be welcomed and afforded meaningful and productive opportunities to participate in their child's academic and social-emotional growth which has been consistently met though the overall implementation of the strategies/activities on a consistent basis. The strategies/activities from the 2022-2023 academic year will continue during the 2023-2024 academic year to achieve the articulated goals with a few changes.

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

There are no differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal in comparison to the previous year. There is no additional cost.

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.

There are no changes that have been made to this goal other than now being able to connect with families virtually as an option to hold IEP, MTSS/SST Meetings and Parent Teacher Conference.

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	\$82,672.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$191,124.00

Other Federal, State, and Local Funds

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

Federal Programs	Amount (\$)
Title I	\$50,894.00
Title III	\$32,481.00

Subtotal of additional federal funds included for this school: \$83,375.00

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

State or Local Programs	Amount (\$)
	\$353.00
LCFF	\$78,145.00
LCFF - Intervention	\$29,251.00

Subtotal of state or local funds included for this school: \$107,749.00

Total of federal, state, and/or local funds for this school: \$191,124.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	50,894.00	0.00
Title III	32,481.00	0.00
LCFF	78,145.00	0.00
LCFF - Intervention	29,251.00	0.00

Expenditures by Funding Source

Funding Source	Amount
	353.00
LCFF	78,145.00
LCFF - Intervention	29,251.00
Title I	50,894.00
Title III	32,481.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		353.00
1000-1999: Certificated Personnel Salaries	LCFF	7,934.00
2000-2999: Classified Personnel Salaries	LCFF	12,648.00
3000-3999: Employee Benefits	LCFF	583.00
4000-4999: Books And Supplies	LCFF	29,880.00
5000-5999: Services And Other Operating Expenditures	LCFF	12,000.00
5700-5799: Transfers Of Direct Costs	LCFF	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	12,000.00

5900: Communications	LCFF	100.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	23,814.00
3000-3999: Employee Benefits	LCFF - Intervention	5,437.00
1000-1999: Certificated Personnel Salaries	Title I	35,814.00
2000-2999: Classified Personnel Salaries	Title I	677.00
3000-3999: Employee Benefits	Title I	8,177.00
4000-4999: Books And Supplies	Title I	226.00
5700-5799: Transfers Of Direct Costs	Title I	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,000.00
1000-1999: Certificated Personnel Salaries	Title III	7,370.00
2000-2999: Classified Personnel Salaries	Title III	2,000.00
3000-3999: Employee Benefits	Title III	706.00
4000-4999: Books And Supplies	Title III	6,405.00
5000-5999: Services And Other Operating Expenditures	Title III	16,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	145,883.00
Goal 2	16,116.00
Goal 3	29,125.00

School Site Council Membership

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

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

Name of Members	Role
Rosario V. Almanza	Principal
Erica Cahue, Vice President	Classroom Teacher
Praxedes Manriquez, Parliamentarian	Classroom Teacher
Ivette Zendejas	Classroom Teacher
Perla Macias, Secretary	Other School Staff
Bertha Martinez	Parent or Community Member
Mirna Rojas, President	Parent or Community Member
Alberto Martinez	Parent or Community Member
Maria Alvarez	Parent or Community Member
Janeth Ramirez	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name

School Site Council

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 22, 2023.

Attested:

Principal, Rosario V. Almanza on May 22, 2023

SSC Chairperson, Mirna Rojas on May 22, 2023

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:

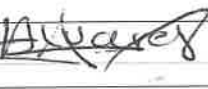
SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

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.

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

Signature

Clear

Signature

Clear

Committee or Advisory Group Name
<input checked="" type="checkbox"/> School Site Council
<input checked="" type="checkbox"/> English Learner Advisory Committee

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 educational agency plan.

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.

SPSA was adopted by the SSC at a public meeting on May 22, 2023

Witnessed:

Signature

Clear

Signature

Clear

Principal, Rosario V. Almanza	on May 22, 2023
SSC Chairperson, Mirna Rojas	on May 22, 2023

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.

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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.

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner 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 (Educational Partner Involvement).

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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