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
Robert J. Frank Academy of Marine Science and Engineering	56725386111850	June 5, 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

R.J. Frank Academy is in ATSI status as we have one or more student groups that, for two consecutive years, met the criteria applied to determine at least the lowest performing 5 percent of Title I funded schools. For Frank, the low indicators include ELA, Math, and Suspension Rate for various student groups: homeless and students with disabilities.

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.

As described within our Vision and Mission Statement, Frank Academy is committed to providing the best educational program possible for our students. Our vision of developing tomorrow's leaders through education, empowerment, and inspiration is what we strive to do on a daily basis. At Frank, our mission is to prepare students to be academically competitive and socially competent. This includes promoting life skills such as global thinking, persistence and grit, innovation, and problem solving. When students matriculate from Frank Academy, and the Oxnard School District, we expect them to be self-confident, empowered multilingual global citizens that are focused on their future and can identify their potential as an individual and community member. For our students, we want to celebrate their courage, their willingness to undertake new challenges and the skills they acquire during the educational process.

Our goal is to ignite students' passions for learning and empower them to achieve brilliance. Our focus for this to transform our classroom and school expectations, relationships, and practices to more fully align with our values and our student profile. We will look to embrace high-leverage services and instructional practices through: Common Core Standards; best first-instruction; use of technology; differentiated instruction; social, emotional and behavior support; and community engagement to develop a deep understanding of meaning and application to learning. The overall structure of this plan, from an academic perspective, revolves around creating systems that allow for increased collective self-efficacy for teachers, collaboration, content knowledge, pedagogy, equity, and culturally-responsive teaching and focuses on the key characteristics or traits of a successful student as identified in our student profile to improve outcomes for our students. For the 2023-2024 school year, RJ Frank has been identified for Additional Targeted Support and Improvement (ATSI) for specific student groups: homeless and students with disabilities. Our focus combined with the aforementioned above is to embrace those pedagogical practices and evidence-based strategies to support these identified groups in the areas of English Language Arts and Mathematics.

While academic excellence is our focus, we also encourage and teach character education and leadership in a safe and affirming environment. We recognize that this is essential to our diverse students full affective, academic/cognitive, linguistic, social-emotional, and creative development. Emphasis is placed on students' social-emotional learning and needs that can impact and affect their education. We offer Social-Emotional Learning (SEL) support via our school counselors, outreach specialist, and mainly our Wellness Center that we opened up and embraced this past school year. In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. Our English Learner Advisory Committee (ELAC), Parent Teacher Organization (PTO), and School Site Council (SSC), in coordination with our Outreach Coordinator, offer and encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities offered. The school's Parent Involvement Policy provides clear guidelines for parents to serve as volunteers in classroom

and school activities. Our Back to School Night, Open House in the Spring, ELAC, and SSC meetings, further support and foster meaningful and productive parental opportunities to participate in their child's academic and social-emotional growth. By achieving high academic standards across all content areas, supporting the social-emotional growth of our students in a safe, positive learning environment, and strengthening our home-school partnerships to increase parental involvement, R.J. Frank Academy will meet the goals identified within this School Plan for Student Achievement.

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Comprehensive Needs Assessment Components

Data Analysis

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

Classroom Observations

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

Classroom observations were conducted throughout the year both formally and informally. Administrators would work in two-week cycles to visit a specific set of classrooms and/or content areas/grade levels. Based on classroom observations, the needs of EL Learners and Math instruction should continue to be a focus for this school year. In Math, observations highlighted the need for higher levels of depth of knowledge, critical thinking, and activities/practice that resembles both CAASPP tests and the state standards. More collaboration and intentional planning are required so the instruction matches the standards. One finding includes the need to have more informal checks for understanding and evaluation of student learning. Classroom observations revealed the need for teachers to have more meaningful opportunities to collaborate and constantly participate in the cycle of inquiry related to the Common Core State Standards and other relevant data points such as Star assessment data to refine best first instruction and find new efficiencies in the curriculum that are critical to drive instruction. For English Learners, differentiation was identified as an area that needs focus. As a school, we have begun to explore ways to utilize technology, class size, and collaboration to differentiate lessons and focus on smaller groups for short amounts of time in class and provide scaffolded support to students.

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)

Local and school assessments indicate the need is still there to improve instruction in the areas of ELA and Math, specifically with English Learners and Special Education. English Learners and Students with Special Needs are our lowest performers on local and state tests. Along with CAASPP, other state and local assessments utilized to modify and improve instruction include Star for both Reading and Math as well as IABs, Writing Prompts, and, at a site-level, Common Formative Assessments (CFAs) within departments. Star data is used to determine reading levels and math proficiency, and monitor student progress, strategic grouping, and differentiation by the teacher. Data from Star and site-level CFAs show a greater need to unpack standards and ensure assessments and lessons align with state standards. Data from both Star and CAASPP is consistently utilized within departments to understanding student mastery of given standards and what concepts require re-teaching in class.

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

The school and district use an assessment calendar with expectations for assessment. Frequent administration of specific assessments such as Star Reading and Math allow the school to adequately monitor student progress. Curriculum-embedded assessments from Study Sync and CMP3 Math can be used for diagnostic purposes and to identify needed interventions. The school also will utilize Desmos and OpenSource for math this year. School wide, we utilize common formative assessments and cycles of inquiry in Professional Learning Communities (PLCs) to gather data and monitor progress. These forms of assessment provide meaningful sources of information for teachers. They, in turn, use this information to identify what the student's comprehension level is and areas of need. This year, adminstrators are meeting frequently with teachers to hold academic progress monitoring meetings to discuss assessments and the impact on student learning. Data from assessments provides valuable information on the desired learning goals. Learning goals and instruction are then modified to meet and accommodate the differences in students' learning styles and intelligences.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

The Educational Services Department includes Directors, 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 three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special eduction assessment and TK instruction.

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

Teacher collaboration is set for the school year at the beginning of each year. There is specific time set aside each week for either department PLCs or all staff collaboration. Teachers meet in PLC Departments to review data and work on a focus question based on the cycle of inquiry to help drive instruction. Teachers also look at present levels of performance of students in their class and map out time in collaboration (on Wednesdays) to adjust units/lessons as needed to ensure the standards are being taught in a clear, intentional method that is student focused. Teachers share data and identify areas for intervention. Teachers are also afforded meaningful opportunities to participate in site-based Professional Development workshops on Tuesdays or other days indicated by the calendar. Topics for mini workshops include AVID strategies, SMART Goals, Classroom Management, Star assessments, Depth of Knowledge, SEL, and scaffolds and supports in classroom instruction.

Teaching and Learning

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

Using the PLC (Professional Learning Communities) model, we work collaboratively to support the use of instructional strategies aligned to current CA Common Core State Standards. The state adopted and approved curricular materials support instruction.

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

Teachers and classes provide students with multiple services and supports, which enable them to meet the standards. Within the classroom, small group intervention is used to help underperforming students. Various types of strategies (activities) and scaffolds (supports) are utilized such as interactive, graphic, and sensory to meet the needs of diverse learners. Sentence frames, word walls, graphic organizers, guided reading, and Math Mindset are tools utilized to accommodate differences in students' learning styles and intelligences. Tier 1 interventions in the classroom include: flexible grouping, use of manipulatives, modified classroom assignments and timelines, as well as visual and written supports. Scaffolds or differentiated instruction is utilized to provide access to all at their current levels of need. After school tutoring will be offered for underperforming students. Frank has two school mentors contracted through City Impact to support and guide students starting in 7th grade and following them through 8th grade as a proactive approach to supporting their needs. This school year two Intervention Specialists will support teachers in the classroom and allow for small group instruction and specific skill development in Math and Language Arts.

Evidence-based educational practices to raise student achievement

Frank Academy uses a variety of evidence-based educational practices to raise student achievement. Teachers provide explicit learning objectives that are tied to demonstrations of learning. Differentiation is a Tier 1 support utilized for all learners. Students are engaged in rigorous, relevant learning. Small group instruction, clear and effective learning feedback, assessment results, and progress monitoring of goals with Lexia, ST Math, Accelerated Reader (AR), and Star are some of the evidence-based practices utilized to improve student achievement. Discovery based teaching is implemented using McGraw Hill Inspire Science Curriculum in alignment with the NGSS standards. Tutoring and reteaching are used to help raise student achievement. Common Formative Assessment and common rubrics across content areas allow for strategic planning and intentional focus with students in regard to grade-level standards. Frequent checks for understanding, formative and summative data, and grade level CCSS are utilized to raise student achievement. Lessons are student-centered and involve problem-solving, questioning, projects, and higher order thinking questions and activities (Depth of Knowledge Level 3 or 4).

Parental Engagement

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

Parents are involved in school activities via School Site Council (SSC), English Language Advisory Council (ELAC), Parent Teacher Organization (PTO), parent conferences, IEPs, and Student Success Teams (SST). Classroom and school volunteers, coaching sports, and advising student clubs are other non-academic ways that parents are able to support their children and school community. There are site and district led workshops such as Project 2 Inspire and Canvas trainings for parents as well.

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)

Educational Partners are involved in the process and implementation of ConApp programs on campus. Parent/Community led groups such as our English Learners Advisory Committee play an important role on campus from volunteer opportunities to ensuring that our English Learner students' needs are met and resources are available for them. For example, the parents requested more workshops for parents and opportunities for English Learners to receive extra academic support, especially with the ELPAC test. They participate in and attend the local California Association of Bilingual Education (CABE) Conference. Teachers organized tutoring that is specific for socioeconomically disadvantaged students and English Learners. SSC meets regularly to discuss the implementation of our school plan and monitor federal funds and expenditures to ensure they are centered on helping us meet our goals as defined in our school plan.

Funding

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

Title I funds are used to support underperforming students in the area of first instruction. RJ Frank has identified a need to improve first instruction and focus on implementing Common Core State Standards. Funds were utilized to address underperforming students, recognize and celebrate academic achievement and help to build a positive school culture. These funds are utilized to supplemental the regular instructional program that we have on site and provide more resources and opportunities to our students. Categorical funds are also utilized to provide tutors to our AVID classes (Title I) and our AVID Excel class for English Learners (Title III). Funds were also allocated for teachers to monitor progress, analyze data, and share best practices to ensure that our students receive academic interventions during class and after-school based on needs.

Fiscal support (EPC)

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

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

Throughout the school year, both site leadership and School Site Council (SSC), in conjunction with our English Learner Advisory Committee (ELAC) reviewed and monitored our SPSA . Data was broken down and disaggregated by EL status, race, SES and SPED. Academically, we utilized Star, ELPAC, and CAASPP IAB data to look for trends and areas of growth with academics. Our SSC committee met and discussed key components of the SPSA during the school year and presented a plan in June for the following school year (2023-2024). Our ELAC committee gave input and ideas regarding our English Learners. As a result of meetings and input from stakeholders, changes were made to address areas of need, such as Social-Emotional trends and learning, behavioral concerns, and the need for a more thorough and comprehensive opportunity for administrators to be in the classroom to observe and support first instruction. Teachers also need more time to collaborate and discuss data points with our students and monitor their progress. Educational partners felt that incentives and awards to connect students to the school and learning were a vital step.

Resource Inequities

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

There was a dispartiy in staffing and how the time was able to be allocated. With an additional administrator, the desire was to focus more in the classrom on first instruction, but due to meetings, discipline, and office needs, this did not happen as often as needed. A shortage of substitutes improved from the previous year, but still did not allow for dedicated days set aside for teacher collaboration and teachers and administrators were relied on to cover classrooms throughout the year. Many times, collaboration dates and trainings were cancelled as a result of lack of coverage. As a Tier 2 intervention, we were not able to procure support staff (both Intervention Specialist positions) and so we could not fully implement our plan for academic intervention for our students. The CA dashboard indicator shows a need to improve with chronic absenteeism and suspension rate for students that are Homeless, English Learners, and Students with Disabilities. This year, we have a dedicated administrator to oversee attendance, hold frequent meetings with our attendance team, and the Special Education department discussed group social lessons and ways to connect in the classroom to improve a sense of belonging and reduce the number of absences in the classroom. For suspension rates, we are going to continue with our SEL lessons to begin the school year with everyone and start social groups specifically focused on peer contact and fighting as physical violence is the number one reason students are suspended from school.

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	0.4%	0.27%	0.29%	5	3	3
Asian	2.3%	1.91%	1.25%	27	21	13
Filipino	1.2%	1.18%	1.82%	14	13	19
Hispanic/Latino	94.2%	94.56%	93.1%	1,112	1042	972
Pacific Islander	%	%	0.1%			1
White	1.4%	1.63%	3.07%	16	18	32
Multiple/No Response	0.6%	0.45%	0.38%	7	5	4
			Total Enrollment	1,181	1102	1044

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten		Engineering	Engineering
Grade 6	374		
Grade 7	401	343	334
Grade 8	406	362	355
Total Enrollment	1,181		

Conclusions based on this data:

Frank's enrollment and demographics remain largely unchanged from previous years. Our school's population is about 94% Hispanic/Latino. Though our enrollment has steadily declined since 2018-2019, our overall student population from 22-23 to now, has remained steady. Due to the high percentage of students that are Hispanic/Latino, it is important that we utilized practices described in our purpose, which is to focus on culturally-responsive teaching practices and look to provide equity and close opportunity gaps for our student population.

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	372	331	328	31.50%	#DIV/0!	31.4%
Fluent English Proficient (FEP)	540	513	459	45.70%	#DIV/0!	44.0%
Reclassified Fluent English Proficient (RFEP)	44			11.8%		

Conclusions based on this data:

The number of English Learners continues to be around 25% of our student population. About 62% of our students are either current English Learners or Reclassified (RFEP), meaning that we need to be mindful of supports and scaffolds in class to help over 60% of our student population access curriculum and engage in high level learning. Our Newcomer Academy makes up about 26% of our EL population and works closely with their teachers to acquire language skills necessary to access the curriculum. In 2022-2023, 70 students met the criteria to reclassify based on previous scores from those that were able to be tested in the 2020-2021 school year. The largest area of concern that needs to be addressed is the fact that the majority of our non-Newcomer Academy EL students, are Long-Term English Learners (LTELs). For LTELs, we need to continue to identify specific skills and domains within the ELPAC that they struggle with and work on them in multiple subject areas so they are reinforced, since they are the majority of our English Learners. Complex text comprehension, engaging in conversations with peers, and justifying an opinion through writing are areas that LTELs need support and focus in, in all classrooms. Classroom data shows a need to provide explicit instruction in vocabulary. Multiple exposures to a word are needed in order for that word to become part of the lexicon and allow for the students to transfer to written language.

School and Student Performance Data

Star Early Literacy

Robert J. Frank Academy of Marine Science and Engineering											
		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

Conclusions based on this data:

N/A

School and Student Performance Data

Star Reading

Robert J. Frank Academy of Marine Science and Engineering											
		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 6	296	141	48%	76	26%	65	22%	14	5%	1	996
Grade 7	88	75	85%	6	7%	6	7%	1	1%	1	900
Grade 8	154	109	71%	24	16%	16	10%	5	3%	1	968

Conclusions based on this data:

Reviewing the Star Spring data shows various inequities and areas to highlight. Overall, our percentages for meeting the standards in ELA are 29% for 6th grade, 31% for 7th grade, and 29% for 8th Grade. Most of the grades remained fairly similar with percentages from the Fall to the Spring windows in the 2022-2023 school year, which means there were not high areas of growth overall and we are behind in the goals and outcomes we want for our students according to our school goals from last year. The larger concern is regarding our English Learner, Homeless, and Students with Disabilities student populations, similar to CAASPP data, are all significantly in the below average category for STAR and make up a large majority of our Level 1 and Level 2 students (below benchmark), This shows that there are significant gaps in what our students are able to comprehend. For the 2023-2024 school year, a concerted effort needs to be made to have data chats with students, consistent formative evaluations of their learning, and a larger emphasis placed on writing and higher order thinking questions with reading comprehension. Comparison of Star data throughout the school year and utilizing the instructional planning student report and state standards mastery report will help to identify areas of growth for our students.

School and Student Performance Data

Star Math

Robert J. Frank Academy of Marine Science and Engineering											
		Less than Proficient				Proficient				Star Math Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
Grade 6	106	81	76%	18	17%	6	6%	1	1%	1	969
Grade 7	43	41	95%	2	5%	0	0%	0	0%	1	909
Grade 8	233	152	65%	34	15%	25	11%	22	9%	1	1042

Conclusions based on this data:

Reviewing the Star Spring data shows various inequities and areas to highlight, similar to ELA, but with greater urgency in the area of Math. Overall, our percentages for meeting the standards in Math, according to Star, are 16% for 6th grade, 12% for 7th grade, and 15% for 8th Grade. 7th and 8th grade saw small increments of growth from Fall to the Spring windows in the 2022-2023 school year, while 6th grade saw a slight dip in the overall percentage that is at or above benchmark. Frank was still behind in our goals and outcomes we set from last year. Our student groups identified in ATSI, including Students with Disabilities and Homeless, are a concern as they are both significantly in the below average category for Star and make up a large majority of our Level 1 and Level 2 students (below benchmark). This shows that there are significant gaps in what our students are able to comprehend. For the 2023-2024 school year, our Math team, led by 6th grade, plan to follow the pacing guide in Desmos to help teach grade-level standards. The school will utilize IAB's for Common Formative Assessments (CFAs) because they will have the sufficient rigor and match the content found on the Star test. Comparison of Star data throughout the school year and utilizing the instructional planning student report and state standards mastery report will help to identify areas of growth for our students.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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 6		351			334			333			95.2	
Grade 7		359			344			344			95.8	
Grade 8		386			383			382			99.2	
All Grades		1096			1061			1059			96.8	

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 6		2477.			6.91			23.12			27.03			42.94	
Grade 7		2490.			7.56			21.22			26.45			44.77	
Grade 8		2505.			6.28			26.18			25.65			41.88	
All Grades	N/A	N/A	N/A		6.89			23.61			26.35			43.15	

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 6		7.51			50.45			42.04	
Grade 7		7.60			56.14			36.26	
Grade 8		9.71			53.54			36.75	
All Grades		8.33			53.41			38.26	

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 6		6.31			50.75			42.94	
Grade 7		13.16			45.03			41.81	
Grade 8		8.66			46.19			45.14	
All Grades		9.38			47.25			43.37	

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 6		9.61			70.27			20.12	
Grade 7		4.36			69.19			26.45	
Grade 8		8.12			68.06			23.82	
All Grades		7.37			69.12			23.51	

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 6		13.81			59.76			26.43	
Grade 7		12.50			58.43			29.07	
Grade 8		13.09			69.11			17.80	
All Grades		13.13			62.70			24.17	

Conclusions based on this data:

CAASPP scores from 2022-2023 were utilized and compared to the scores from 2021-2022 school year. For the 2022-2023 school year, our test scores for our 6th grade students showed that 37% of the students met or exceeded the standards. That was a 7% increase from the 21-22 school year, but fell short of our goal of 43% that met or exceeded. 36% of our 7th grade students met or exceeded the standards. This was a 7% increase from the 21-22 school year and fell short of our goal of 41% in the met or exceeded category. 28% of our 8th grade students met or exceeded on the standards on the CAASPP test. This was a 4% decrease from the 21-22 school year and fell short of our intended goal of 42% of our students in the met or exceeded standard. This data indicates that there is still significant work to be done in the category of Language Arts proficiency and standards. We have been utilizing departmental grade level professional learning communities for teachers to discuss data and run cycles of inquiry to alter instruction and improve student performance. This shows that we need to ensure that our departments meet regularly about student performance, set smart goals, administer common formative assessments and to discuss the data in order to differentiate our instruction and intervention to meet the needs of our students. A key takeaway is to ensure that all instruction is standards-based, utilizes the achievement level descriptors, and helps the students to understand what they need to know and how to show it. Common formative assessment should mirror questions that appear on CAASPP and be provided more regularly so teachers can assess student learning and intervene quickly to ensure mastery. It will also extract best practices that can be utilized in multiple classrooms and create a collaborative culture.

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 6		351			334			334			95.2	
Grade 7		359			342			342			95.3	
Grade 8		386			383			381			99.2	
All Grades		1096			1059			1057			96.6	

* 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 6		2454.			3.59			11.08			32.93			52.40	
Grade 7		2441.			2.63			7.31			21.93			68.13	
Grade 8		2465.			3.67			10.50			21.26			64.57	
All Grades	N/A	N/A	N/A		3.31			9.65			25.17			61.87	

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 6		1.50			41.32			57.19	
Grade 7		3.22			32.46			64.33	
Grade 8		4.20			40.68			55.12	
All Grades		3.03			38.22			58.75	

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 6		3.59			48.20			48.20	
Grade 7		2.05			49.71			48.25	
Grade 8		5.51			46.98			47.51	
All Grades		3.78			48.25			47.97	

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 6		5.39			58.98			35.63	
Grade 7		2.92			54.09			42.98	
Grade 8		3.94			52.76			43.31	
All Grades		4.07			55.16			40.78	

Conclusions based on this data:

CAASPP scores from the 2022-2023 were utilized and compared to the last year the CAASPP test in 2021-2022. For the 2022-2023 school year, our test scores for our 6th grade students showed that 18% of the students met or exceeded the standards. That was a 3% increase from the 21-22 school year. It fell short of our goal of 30% that met or exceeded the standards. 13% of our 7th grade students met or exceeded the standards. This was a 3% increase from the 21-22 school year, but fell short of our goal of 22% in the met or exceeded category. 9% of our 8th grade students met or exceeded on the standards on the CAASPP test. This was a 5% decrease from the 21-22 school year and short of our intended goal of 21% of our students in the met or exceeded standard category. This was our largest decrease in test scores. Math is the greatest area of concern according to the data. Student performance did not increase at the rate needed to support our students and this trend has occurred for multiple years now. Roughly only 1.5 in 10 students are on grade level. This indicates the needs to review and analyze the Common Core State Standards and the importance of first instruction. Our 6th grade Math team has been utilizing Priority standards to identify what students need to know and have created common formative assessments to match the standards being addressed and utilized mathematical practices in the classroom. Based on the results of CAASPP though, there is still a greater need to provide increase the level of the depth of knowledge that is required for each task and to ensure that the Common Formative Assessments (CFA) match the CAASPP test, such as utilizing IABs for CFAs. Teachers need more time to work on student-centered lessons that focus on applying mathematical concepts and procedures to real-life situations. Students also need to be able to support and explain their mathematical conclusions. Data analysis should be based on summative and interim assessments that allow teachers to see student growth, areas of concerns, and if class instructions matches what the key details and structure of the standard are. Small group instruction is needed to address the key subgroups that have continually underperformed on CAASPP including English Learners, Students with Disabilities, and Homeless students.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1492.1	1501.0		1482.0	1486.3		1501.6	1515.2		126	110	
7	1493.9	1512.5		1480.7	1495.5		1506.6	1529.1		111	120	
8	1507.0	1518.2		1498.6	1503.6		1514.9	1532.4		114	108	
All Grades										351	338	

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
6	4.88	13.64		30.89	34.55		35.77	21.82		28.46	30.00		123	110	
7	8.41	10.08		22.43	36.97		29.91	28.57		39.25	24.37		107	119	
8	11.61	8.33		23.21	37.04		26.79	25.00		38.39	29.63		112	108	
All Grades	8.19	10.68		25.73	36.20		30.99	25.22		35.09	27.89		342	337	

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
6	18.70	28.18		31.71	34.55		27.64	8.18		21.95	29.09		123	110	
7	15.89	13.45		29.91	46.22		19.63	15.13		34.58	25.21		107	119	
8	18.75	15.74		32.14	41.67		16.07	14.81		33.04	27.78		112	108	
All Grades	17.84	18.99		31.29	40.95		21.35	12.76		29.53	27.30		342	337	

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
6	3.25	4.55		13.01	20.91		33.33	40.91		50.41	33.64		123	110	
7	2.80	11.76		14.02	15.97		36.45	38.66		46.73	33.61		107	119	
8	7.14	6.48		14.29	25.00		31.25	36.11		47.32	32.41		112	108	
All Grades	4.39	7.72		13.74	20.47		33.63	38.58		48.25	33.23		342	337	

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
6	8.94	9.09		54.47	60.00		36.59	30.91		123	110	
7	10.48	5.04		49.52	64.71		40.00	30.25		105	119	
8	14.41	9.26		46.85	63.89		38.74	26.85		111	108	
All Grades	11.21	7.72		50.44	62.91		38.35	29.38		339	337	

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
6	40.34	44.44		37.82	28.70		21.85	26.85		119	108	
7	32.38	42.24		35.24	35.34		32.38	22.41		105	116	
8	41.82	33.96		26.36	36.79		31.82	29.25		110	106	
All Grades	38.32	40.30		33.23	33.64		28.44	26.06		334	330	

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
6	4.07	7.27		24.39	31.82		71.54	60.91		123	110	
7	5.61	13.45		26.17	36.13		68.22	50.42		107	119	
8	16.96	13.89		14.29	31.48		68.75	54.63		112	108	
All Grades	8.77	11.57		21.64	33.23		69.59	55.19		342	337	

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
6	4.07	11.82		80.49	66.36		15.45	21.82		123	110	
7	3.77	9.24		66.98	78.15		29.25	12.61		106	119	
8	0.90	1.85		67.57	78.70		31.53	19.44		111	108	
All Grades	2.94	7.72		72.06	74.48		25.00	17.80		340	337	

Conclusions based on this data:

For English Learners, we increased our student reclassification percentage by almost 100% from the previous year (36 students vs 71 students this year). Our school's emphasis on English Learners and language development allowed for more intentional focus and growth with our students. Our ELPAC Bootcamp and focus on English Learner strategies in and outside the classroom made a big difference. The number of English Learners is around 25% of our student population, this includes our Newcomer Academy, who are all identified as English Learners. Being that our Newcomer Academy is a unique program that focuses on learning basic English skills and helps students transition to our school system, the way in which they receive all services may not look exactly the same

as other students as there is a large component to support foundational language acquisition skills. If the Newcomer Academy is not included in identified English Learners found with the General Education setting, about 23% of our students are English Learners. This is a decrease by about 5% for this school year versus the 2021-2022 school year, which is a big improvement. About 62% of our students are either current English Learners or Reclassified (RFEP), meaning that we need to be mindful of supports and scaffolds in class to help over 60% of our student population access curriculum and engage in high level learning. Our Newcomer Academy makes up about 26% of our EL population and work closely with their teachers to acquire language skills necessary to access the curriculum. The largest area of concern that needs to be addressed is the fact that the majority of our non-Newcomer Academy EL students are Long-Term English Learners (LTELs). For LTELs, we need to continue to identify specific skills and domains within the ELPAC that they struggle with and work on them in multiple subject areas so they are reinforced since they are the majority of our English Learners. This year we will continue with student data chats about their ELPAC scores, specific domains, and identify their areas of needs based on that. Complex text comprehension, engaging in conversations with peers, and justifying an opinion through writing are areas that LTELs need support and focus in, in all classrooms. Classroom data shows a need to provide explicit instruction in vocabulary. Multiple exposures to a word are needed in order for that word to become part of the lexicon and allow for the students to transfer to written language. The data also helped us identify a need to provide opportunities to read narrative and expository texts, as those are examples of well-developed language skills and needed to interpret information. Based on ELPAC data, we identified the need to level our ELD classes by ELPAC levels and then address the domains needed within that level for reclassification. For the 2022-2023 school year we were able to do this and the results were very promising. Students received specific and intentional support according to their level and over 56 students scored a 4 on the ELPAC. By leveling the students and utilizing ELPAC data we will continue to target our instruction to better meet the students' needs. In addition, teachers and administrators have EL data talks with students so they may identify their areas of strength and need. Our AVID Excel students continue to show significant growth moving up levels and meeting proficiency. standards on the ELPAC.

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**
1,102	**82.9**	**30.0**	**0.1**
Total Number of Students enrolled in Robert J. Frank Academy of Marine Science and Engineering.	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	331	30.0
Foster Youth	1	0.1
Homeless	113	10.3
Socioeconomically Disadvantaged	914	82.9
Students with Disabilities	190	17.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	3	0.3
American Indian		
Asian	21	1.9
Filipino	13	1.2
Hispanic	1,042	94.6
Two or More Races	5	0.5
Pacific Islander		
White	18	1.6

Conclusions based on this data:

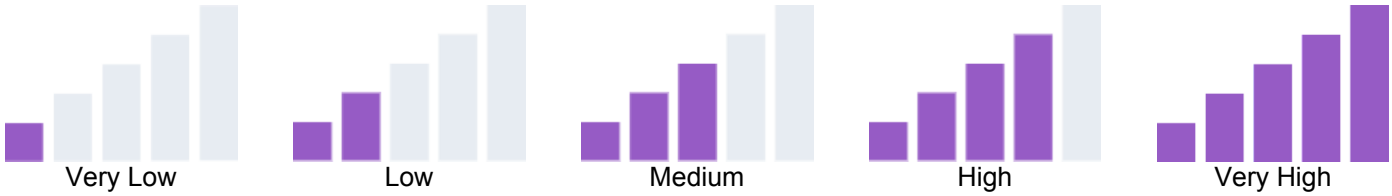
Overall our enrollment has stayed consistent in the amount of students, minority percentage, EL percentage and SES percentage, though our EL percentage has decreased this school year due to the focus and work put in with the ELPAC and ELD classes in 2021-2022. We are the largest middle school in our district. Our minority percentage, SES, SPED and EL learner percentage are all above the state average. Homeless Students and Students with Disabilities are grousp we will focuse on for next year as they are student groups that need more care and attention to meet their needs and help them achieve both academic and school success.

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

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts: Low	Chronic Absenteeism: High	Suspension Rate: High
Mathematics: Very Low		
English Learner Progress: High		

Conclusions based on this data:

Math, ELA and Suspension rates are areas of concern. For English Learners, the biggest area of concern is with suspension rate as we were at 12.3% and in the very high category. A positive is we did have significant growth for English Learner Progress though in 2020-2021 and we already know we will for significant growth appear on the Dashboard for 2021-2022 as it has been an area of focus. So academically with their EL progress, they made growth. We still need to support them more academically and with behavior. For Homeless and Students with Disabilities, the

data is concerning as the students are in the very low category for ELA and Math and the Distance from Met is significant. For example, in Math, our Homeless students are -161 points below the distance from met. In order to show growth in the Dashboard, as these are areas identified as part of our ATSI program, we need the students to improve by at least 65 points next year (-95 below the average). For Students with Disabilities in Math, we need to improve by at least 87 points. A greater emphasis is needed to focus on specific standards and learning gaps the students struggle with so they can begin to see success in Math. In ELA, we recognize that we need more writing in the classroom and the specific domains showed that as an area of need along with listening skills as our Homeless student group was 43 points below the average and our students with disabilities was 64 points below the average.

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.

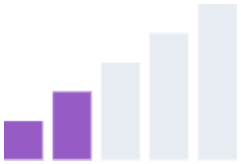
2022 Fall Dashboard English Language Arts Equity Report				
Very Low	Low	Medium	High	Very High
3	2	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Low	Very Low	No Performance Level
54.8 points below standard	83.4 points below standard	2 Students
1039 Students	630 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Low	Very Low
113.3 points below standard	61.3 points below standard	133.9 points below standard
100 Students	925 Students	187 Students

2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 26.0 points below standard 20 Students	No Performance Level 15.7 points above standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Low 56.7 points below standard 982 Students	No Performance Level 5 Students		No Performance Level 22.0 points below standard 17 Students

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**
122.5 points below standard 281 Students	52.0 points below standard 349 Students	26.1 points below standard 248 Students

Conclusions based on this data:

Reviewing the data shows various inequities and areas to highlight. Overall, our percentages for meeting the standards in ELA are 37% for 6th grade, 36% for 7th grade, and 28% for 8th Grade. Most of the grades were an improvement from the 2021-2022 school year, but still are behind in what our goals and outcomes we want for our students. The larger concern is regarding our English Learner, Homeless, and Students with Disabilities student populations as they were all in the very low category and the Distance from Standard is significant. Our English Learners were -83.4 points away, but our Homeless and Students with Disabilities student groups were both over -110+ away from the standard. This shows that there is significant gaps in the standards and what our students are able to comprehend. For the 2022-2023 school year, a concerted effort needs to be made to have data chats with students, consistent formative evaluations of their learning, and a larger emphasis placed on writing and higher order thinking questions with reading comprehension. Many of the evidence-based strategies that we need to implement need to produce results and increase impact will be centered and monitored via the PDSA cycle which involves planning, doing, studying, and acting which will help identify which evidenced-based instructional practices are working with our students.

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.

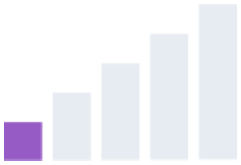
2022 Fall Dashboard Mathematics Equity Report				
Very Low	Low	Medium	High	Very High
5	0	0	0	0

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 for All Students/Student Group

All Students	English Learners	Foster Youth
Very Low	Very Low	No Performance Level
112.2 points below standard	133.7 points below standard	2 Students
1035 Students	627 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very Low	Very Low	Very Low
160.8 points below standard	119.0 points below standard	182.2 points below standard
103 Students	921 Students	184 Students

2022 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level 3 Students		No Performance Level 40.3 points below standard 19 Students	No Performance Level 45.4 points below standard 12 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Very Low 115.1 points below standard 979 Students	No Performance Level 5 Students		No Performance Level 83.4 points below standard 17 Students

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**
165.3 points below standard 285 Students	109.4 points below standard 347 Students	91.2 points below standard 247 Students

Conclusions based on this data:

Similar to English Language Art, our Math results need to improve. Overall, our percentages for meeting the standards in Math are 18% for 6th grade, 13% for 7th grade, and 9% for 8th Grade. There were small improvements from the 2021-2022 school year in 6th and 7th grade, but 8th grade, similar to ELA, fell this past year. All of our student groups, English Learners, Hispanic, Homeless, Socioeconomically Disadvantaged, and Student with Disabilities were in the very low category for the CA Dashboard and all over -110 away from the standard. This indicates there needs to be a robust effort and focus on math. Our students are not where they should be. Being that there is significant work to be done, Frank wants to focus on evidence-based interventions that produce results. These include examining middle school math pathways and instructional practices, coming up with a way to produce intervention in the classroom via small groups or intervention groups after school. Use of the Interim Assessment Block (IABs) throughout the school year and as forms of common formative assessment to provide data on student learning and outcomes will be pursued. Finally, our pacing guide will be updated to allow for specific days of intervention, re-teaching, and ensure all standards are being taught in sequence to help the students perform better on state standards exams.

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

English Learner Progress

High

57 making progress towards English language proficiency

Number of EL Students: 279 Students

Performance Level: 4

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
11.1%	31.9%	0.7%	56.3%

Conclusions based on this data:

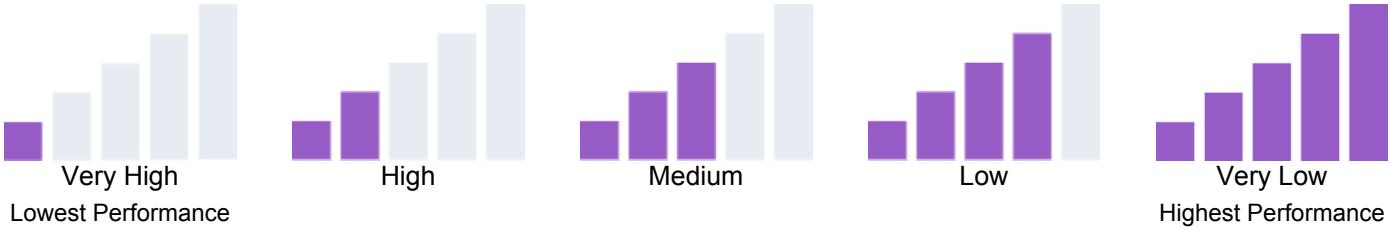
Our Newcomers, which is a specialized program we have at Frank that houses students that have recently arrived to the United States or have been in the country for less than two years, make up approximately 24% of our EL population and generally test into Level 1 of ELPAC. Since most have recently arrived in the United States and their English is limited, the needs of their program differ from the rest of our English Learner population. Overall our English Learner progress is high. Excluding the incoming 6th graders for the 2023-2024 school year, we have about 53 students that scored a 4 on the ELPAC and most met the standards for reclassification in the 2022-2023 school year. Not including the Newcomer Academy, only 9% of our ELs are still at a level 1. 80 students or 62% of our students made significant progress lass year and scored at the level 3 level for the ELPAC. This was accomplished through intentional planning with class structure, small groups, intentional focus and planning with the specific domains that they struggled with the past year. Multiple data chats throughout the year with the students to check progress, identify areas of need, and highlighting the importance of both the test and student outcomes occurred in English Language Development classes.

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.

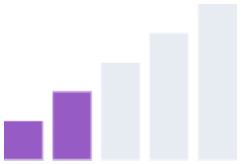
2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
0	3	2	0	0

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

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
High	Medium	No Performance Level
10.3% Chronically Absent	7.9% Chronically Absent	Less than 11 Students
1146 Students	390 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Medium	High	High
8.9% Chronically Absent	10.1% Chronically Absent	19.8% Chronically Absent
135 Students	1026 Students	207 Students

2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Level Less than 11 Students 3 Students		No Performance Level 9.5% Chronically Absent 21 Students	No Performance Level 15.4% Chronically Absent 13 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 High 10.1% Chronically Absent 1086 Students	No Performance Level Less than 11 Students 5 Students		No Performance Level 22.2% Chronically Absent 18 Students

Conclusions based on this data:

Attendance was a major concern from last year and still continues to be as chronic absenteeism, especially with specific student groups such as Students with Disabilities, is an area of concern. Our Wellness Center made a positive difference this past year as we were able to create a strong sense of belonging and give the students a safe space to connect with peers. Groups run by our counselors were a success and we were able to identify areas of need such as attendance, social skills, anxiety and stress, and find ways to support students on how to adjust and cope. The data from 2021-2022 reflected the need to provide social-emotional support for students to feel safe at school. We did well in accomplishing this part of our plan, but chronic absenteeism was still an issue. Specifically, we noted we need to get parents more involved in the process earlier and be informed about what is considered excessive absences and do more home visits and 1:1 phone calls with parents to find out about any potential health concerns or barriers that are keeping the students from attending school. Foster Youth, Homeless and Students with Disabilities are our biggest areas of focus for this school year.

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).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High	High	Medium	Low	Very Low
3	2	0	0	0

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

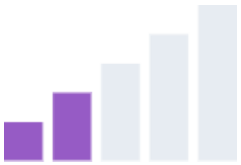
2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
High	Very High	No Performance Level
11.4% suspended at least one day	12.3% suspended at least one day	Less than 11 Students
1171 Students	397 Students	3 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Very High	High	Very High
16.8% suspended at least one day	11.7% suspended at least one day	16% suspended at least one day
137 Students	1046 Students	212 Students

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Level		No Performance Level	No Performance Level
Less than 11 Students		0% suspended at least one day	23.1% suspended at least one day
4 Students		21 Students	13 Students

Hispanic	Two or More Races	Pacific Islander	White
			
High	No Performance Level		No Performance Level
11.6% suspended at least one day	Less than 11 Students		5.3% suspended at least one day
1109 Students	5 Students		19 Students

Conclusions based on this data:

Discipline issues, specifically suspension, were a major concern from last year and stayed roughly consistent with the 2021-2022 school data. The number of students suspended overall remains roughly unchanged at 11-12%. Specific student groups were in the very high category and require additional, targeted support for this school year. English Learners, Homeless, and Students with Disabilities were suspended at a higher rate than Hispanic, lower socioeconomic, and non-Hispanic student groups. One of our highest percentages was Students with Disabilities. This year we plan to push into classrooms more to do targeted social skills lessons and implement more positive behavior reward systems in the classroom so students can properly react to various social situations on campus. The large majority of our suspensions were caused by physical harm, in the form of fighting. This year we want to start social groups with students that were suspended in the 2022-2023 school year so we can identify and address any lingering concerns and help them find more positive ways to react to peers and improve peer relationships.

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 ELA	The percentage of students who Met or Exceeded the standard for CAASPP ELA from 2022-2023 6th grade students: 37% 7th grade students: 36% 8th grade students: 28%	CAASPP ELA The number of 6th grade students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 10%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 11%. The number of 8th grade students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 14%.
CAASPP Math	The percentage of students who Met or Exceeded the	CAASPP Math: The number of 6th grade students scoring "Met

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	standard for CAASPP Math from 2022-2023 6th grade students: 18% 7th grade students: 13% 8th grade students: 9%	Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 12%. The number of 7th grade students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 12%. The number of 8th students scoring "Met Standard" or "Exceeded Standard" based on 2023-2024 CAASPP assessment data will increase by 16%.
Star Reading	The percentage of students who scored At or Above on the Spring 2023 Benchmark: 6th grade students: 29% 7th grade students: 31% 8th grade students: 28%	Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 ELA. The percentage of students who will score At or Above Benchmark in Spring 2024 will increase by: 6th grade students: 18% 7th grade students: 17% 8th grade students: 18%
Star Math	The percentage of students who scored At or Above on the Spring 2023 Benchmark: 6th grade students: 16% 7th grade students: 13% 8th grade students: 15%	Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 ELA. The percentage of students who will score At or Above Benchmark in Spring 2024 will increase by: 6th grade students: 17% 7th grade students: 15% 8th grade students: 10%
ELPAC/Reclassification	71 students reclassified for the 2022-2023 school year based on scores from 2021-2022 data.	The reclassification rate will increase by at least 25% for students to reclassify based on 2022-2023 ELPAC data.

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

Professional Learning Communities (PLC) will review ELA and Math performance to plan for data driven instruction at weekly meetings. Departments will use data to plan for common formative assessments.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help

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

Extra time for counselors to support students for Academics and SEL.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor Salaries
8000	Title I 1000-1999: Certificated Personnel Salaries Counselor Extra Help

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, but targets the following special population groups: English Learners, Migrant, SED, Foster, Homeless, and African- American.

Strategy/Activity

School tutoring, including support for Long Term English Learner (LTEL) students, Homeless, African American and Foster Youth. Students not meeting standards will have high priority for the After School Program and during extended breaks to support academic improvement. The school will increase academic success through evidence-based reading intervention program - 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)
	ASES
	District Funded 1000-1999: Certificated Personnel Salaries Intervention Service Provider (ISP) - LLI Program Implementation
14482	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention
7602	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Academic Intervention

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

Use data analysis of assessment results through District Programs (such as Ellevation) to inform instruction and to monitor progress. Data will be used from Star, CAASPP, ELPAC, and from curriculum embedded assessments. Teachers will also use data from common formative assessments to drive 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)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Program contracts (Renaissance, Ellevation)

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

Progress monitoring in ELA and Math using LLI, ST Math, Lexia, MyOn, Star, AR, and curriculum-based assessments.

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

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Supplemental programs (Lexia, STMath, LLI, myON, AR)

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

During PLC time teachers will calibrate writing, develop common rubrics, share instructional techniques, and review pacing guides. Teachers will also develop common formative assessments (CFAs) and discuss data in relation to it and other assessments such as IAB's and Star Data.

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

English Learners and Migrant

Strategy/Activity

Provide daily designated English Language Development for English Learner 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 addiitonal cost

Strategy/Activity 8

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

All Students

Strategy/Activity

Teachers will receive professional development for curriculum and implementation. Content area teachers will receive professional development in Math, Science and Social Studies and English Language Development

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

Amount(s)	Source(s)

2479	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - ELD Collaboration on English 3D training
2500	LCFF 4000-4999: Books And Supplies Materials and Supplies

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

Star ELA and Math assessments will be administered three times per year to monitor student growth toward the benchmark. Teachers and administrators will analyze the data for growth.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Star Program

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.

English Learners, Migrant

Strategy/Activity

District EL TOSA (Teacher on Special Assignment) will work with ELD staff on strategies and differentiation for our LTEL 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

	1000-1999: Certificated Personnel Salaries EL TOSA

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

Teachers will attend conferences for professional development opportunities, site driven initiatives and the strand focus. Teachers will participate in student monitoring conferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1010	Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference
7000	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floater - Official Business
1000	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters - Teacher Professional Development
2000	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters - Teacher Professional Development

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, but emphasis placed on English Learners, Homeless, and SED students

Strategy/Activity

AVID electives will be available for grades 6-8 to promote college readiness and implementation of AVID strategies: binder checks, Cornell Notes and WICOR Strategies. AVID Tutors will support AVID strategies in the elective classes. Field trips to local colleges and universities will support

college readiness and create a college atmosphere on campus. Teachers and administration will participate in professional development.

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

Amount(s)	Source(s)
20119	Title I 2000-2999: Classified Personnel Salaries Instructional Assistants - Extra Help - AVID - Tutors
1500	Title I 4000-4999: Books And Supplies Warehouse Charges - Cost of binders and AVID Supplies
2000	Title I 5000-5999: Services And Other Operating Expenditures Field Trip - Transportation
2000	Title I 5000-5999: Services And Other Operating Expenditures Services, Entrance Fees, and Operations
2500	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help - AVID Site Coordinator

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 - emphasis on Special Education, SED, and GATE

Strategy/Activity

Technology online subscriptions, licenses and applications will be used to support state standards, intervention programs, enrichment activities and strand focus.

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

Amount(s)	Source(s)
11000	Title I

	5000-5999: Services And Other Operating Expenditures Online Subscriptions - Flocabulary, Newsela
2000	Title III 5000-5999: Services And Other Operating Expenditures Online Subscriptions - Brain Pop for ELs

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide after school clubs for students to participate in strand focus activities, enrichment, and sports.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Enrichment Clubs
1500	Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Robotics Competitions and After School Club Dues
2500	LCFF 4000-4999: Books And Supplies Materials and Supplies - Clubs
2500	Title I 4000-4999: Books And Supplies Equipment - Robotics

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

Teachers will analyze from interim Assessment Blocks (IABs) through the CAASPP website to support ELA and Math 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 addiitonal cost

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 Learners

Strategy/Activity

Conduct progress monitoring of English Learners and recently re-designated students as outlined in the EL Master Plan. Professional development will be provided for integrated ELD Strategies and ELPAC Preparation.

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

Amount(s)	Source(s)
2000	Title III 4000-4999: Books And Supplies Materials and Supplies - Recognition Night for Reclassification
1000	Title III 4000-4999: Books And Supplies Books other than textbooks

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

Fully implement the ELA and Math CCSS and ELD standards in all grade levels using the board adopted materials.

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

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Curriculum

Strategy/Activity 18

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

English Language Learners

Strategy/Activity

Students in ELPAC Levels 1 & 2, who have been in the U.S. less than two years, will be a part of the Newcomer's Academy, which offers an acceleration program to bring skills and language to grade level using ELD standards, as quickly as possible in both Language Arts and Math.

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Two Bilingual Paraeducators for Program
900	Title III 1000-1999: Certificated Personnel Salaries Teacher Extra Help - Collaboration and Progress Monitoring

Strategy/Activity 19

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

English Learners

Strategy/Activity

Provide AVID Excel Course for option for English Language Development to reduce LTELs - AVID Excel provides explicit instruction in English language development and academic language through reading, writing, oral language, academic vocabulary, and college readiness 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)
1700	Title III 2000-2999: Classified Personnel Salaries Instructional Assistants - Extra Help - AVID Excel - Tutors

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

Site and District Technology Team will support implementation of management system (Canvas) and various learning applications to support a technology-based 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)
	District Funded 1000-1999: Certificated Personnel Salaries District TOSAs
2000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help - PD, Tutorials, and Support for teachers
3000	Title I 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 21

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

English Learners and Special Education

Strategy/Activity

Maximize use of Promethean Board and iPads to reach English Learners and Special Education 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 22

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

All Students

Strategy/Activity

Provide student learning materials and supplies to ensure all students are prepared, ready to learn and engaged.

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

Amount(s)	Source(s)
5000	LCFF 5000-5999: Services And Other Operating Expenditures Maintenance Agreements - laminator, duplo, copy machines
9500	LCFF 4000-4999: Books And Supplies Materials and Supplies
2500	LCFF 5000-5999: Services And Other Operating Expenditures Publications - Graphics
2000	Title III 4000-4999: Books And Supplies

	Materials and Supplies
26500	LCFF 4000-4999: Books And Supplies Warehouse Charges

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Progress monitoring via MTSS data analysis with emphasis on Tier 1 interventions and SMART Goals. Review CUMs and SST data for students not making fair progress. Attend California League of Educators Conference for Middle Schools

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2500	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help
	District Funded 2000-2999: Classified Personnel Salaries Outreach Specialist
2000	LCFF 5800: Professional/Consulting Services And Operating Expenditures Travel and Conferences - CA League of Educators Conference

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, but emphasis for student GATE, Foster, Homeless, SED, and English Learners

Strategy/Activity

Incentives for attendance, academics and behavior to recognize student achievement and engagement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7000	LCFF 4000-4999: Books And Supplies Materials and Supplies - Academic Incentives

Strategy/Activity 25

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Curricular field trips and accompanying resources to support the core instructional program

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4500	Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips
1000	Title III 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips - Newcomer and AVID Excel
1000	Title III 5000-5999: Services And Other Operating Expenditures Transportation - Field Trips - Newcomer and AVID Excel

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Oxnard School District Professional Learning Summit - 2 days of Professional Development for teachers on Tier I instruction and support, both academically and social and emotionally.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries No Additional Cost

Strategy/Activity 27

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

All Students

Strategy/Activity

Utilize Library/Media Tech (LMT) to provide support for students in literacy through the use of books and media resources.

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Library/Media Tech Salary
1000	LCFF 2000-2999: Classified Personnel Salaries Library Extra Hours

Strategy/Activity 28

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

English Learners

Strategy/Activity

After school Academic Bootcamp in preparation for ELPAC testing

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 1000-1999: Certificated Personnel Salaries Teachers Extra Help - Academic support hours and practice for ELPAC (6 sessions)
	Title III 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Field Trips - Academic Bootcamp for ELD

Strategy/Activity 29

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Math Manager and district TOSAs (Ed. Tech, Science, Social Studies, and EL) will provide support to teachers through professional development throughout the year.

Proposed Expenditures for this Strategy/Activity

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

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

Strategy/Activity 30

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Site Leadership team helps to maintain a cohesive school vision and strategy focused on student achievement. They facilitate PLC meetings, collect data, and share out best practices.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Hours

Strategy/Activity 31

Students to be Served by this Strategy/Activity

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

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

Special Education and Homeless

Strategy/Activity

Students will receive SEL lessons on behavior, attendance, and social skills to create a strong sense of belonging and support improvement in academics and behavior on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded Counselors and ORC - Frank Healthy Start Team

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.

Frank Academy will continue to dedicate the majority of time, effort, and focus on the CCSS Curriculum and best first instruction. Based on the this past year's data, our focus will continue to be on priority standards in ELA and Math to ensure equitable, grade level instruction is happening to help our students progress and meet them where they are academically. Data from the 2022-2023 CAASPP shows that about 34% of our students are on grade level for ELA. This is a 4% increase from this past and a 2% increase from 2018-2019. This trend, unfortunately, shows stagnant growth for the overall percentage of students that meet grade level standards, especially

with student groups identified as needing additional targeted support such as homeless and students with disabilities. Therefore, more focus is needed on using data to drive instruction and specific interventions to address the learning gaps. This includes scaffolded and differentiated lessons throughout the year and data chats/progress monitoring conferences with teachers. Gaps need to be identified and addressed in the moment, so that grade level instruction can continue, while supporting the areas of concern along the way.

Frank will build on past momentum with Professional Learning Communities (PLCs) to align practice, collaborate, and share data while incorporating more use of IABs in assessments. Our cycle of inquiry and common formative assessments will allow us to compare instructional practices and activities to create best, first instruction. Common formative assessments (CFAs) need to be based on deconstructed grade level standards and achievement level descriptors.

Math is an area of focus. Currently our percentages are considerably lower than ELA across all three grade levels. On average, about 13% of our students are at or above grade level for Mathematics, but the number decreases with each grade level starting at 18% in 6th grade and dropping to 9% in 8th grade. Being that mathematics is typically centered on fixed ability messages, Frank School will need to continue to develop a growth mindset with regard to math and communicate with students that their ability in math is malleable and they can continue to learn and grow. The drop in overall percentages as the year progresses indicates that we need to examine our mathematical practices to ask more higher order thinking questions that engage the students with real-world application. This thought process will allow necessary processing speed for some of our students achieving low marks right now and the ability for students to see that high achievement is possible. Open-ended questions with multiple steps will allow students to use formulas, while sharing opinions and negotiating their own path to finding the answer. This will raise the level of mathematical awareness and improve instruction in the classroom. We need to ensure that all priority instructional standards in Math are taught to build on past knowledge and are presented to the students in a format that matches what they are asked to do on achievement tests such as CAASPP. Identified gaps need to be addressed in the classroom so students do not fall even further behind. The need for growth mindset is particularly evident in the data and observations with homeless and students with disabilities student groups from this past year. One focus this next year, is to utilize more higher order thinking tasks with them and require more persistence and grit (with guided scaffolds) to help them perservere when faced with challenging material.

For English Learners, we increased our student reclassification percentage by 75% from the previous year (20 students vs 35 students). Our school's emphasis on English Learners and language development allowed for more intentional focus and growth with our students. For example, the bootcamp combined with student data chats and intentional lesson design, 78 students achieved a score of a 4 on ELPAC which is one part of the criteria to allow them to reclassify and no longer be designated an English Learner.

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

The major differences between the intended implementation from 2022-2023 school year and the actual implementation had to do with the budgeted expenditures not producing the desired outcomes our strategies were intended to produce. The expected outcomes and metrics were affected by some budgetary constraints and appropriate avenues to fund all the strategies necessary to the degree needed to change. One example of high achievement and budgetary success was with our English Learners. The intentional lesson planning and collaboration,

combined with data chats and academic bootcamp, allowed Frank to meet their articulated goal for the school year.

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.

Many of the changes to the goals and strategies for this goal relate to the need to address the current learning gaps of our student body and the significant number of students that are At or Below Grade level in Reading and Math. Student proficiency levels in Star in both ELA and Math will be reviewed more frequently during the year which will allow for a more scaffolded and in-depth analysis of scores at the beginning of the year and end of the year. The overall metric of English Learners remained the same and focused on reclassification versus just the ELPAC scores. It reflects the high number of LTELs at our site and the need to emphasize the importance of passing both the ELPAC and the reading metric, which is to score in the 25% percentile of STAR Reading. Strategy 3 addresses the need for more academic intervention with Long Term English Learners and strategy 17 allows for data review and monitoring with the end being a large Reclassification Recognition night for students and families to celebrate the importance of their achievement. The school increased the number of English Language Development classes for next year to ensure that the numbers remained low to support small group instruction and differentiated instruction. Tier 1 and Tier 2 interventions were placed in the strategies to address the need for more intervention for our students to address gaps in reading and math, especially with LTELs. This next year, teachers will have additional time to plan for collaboration and the sharing of data and best practices after school (early release Wednesdays).

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	The Suspension rate for 2022-2023 was 12%	The Suspension rate will decrease to 3%
Discipline Referral Totals	The overall number of discipline incidents was 956 for 2022-2023. The number includes all classroom referrals. Per grade level, the overall discipline incidents were as follows: 6th - 196 7th - 322 8th - 438	The overall number of discipline incidents will drop by 10% or more. The number includes all classroom referrals. Per grade level, discipline incidents will drop by the following percentages: 6th - 5% 7th - 10% 8th - 20%
Panorama SEL Survey	The Panorama SEL Survey from Spring 2023 is used to calculate school climate and student well-being. The following percentages were reported for the indicator of "feel a sense of belonging at school.":	The percentage of students who feel a sense of belonging will increase by the following percentages by the Spring 2024 Panorama SEL Survey: 6-8th grade - 20%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	6-8th grade - 40%	

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

Utilization of CHAMPS/PBIS will be campus wide. Common behavioral expectations will be developed and utilized campus wide.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Counselors, ORC, and Admin will monitor students. Counselors will meet with identified students and develop goals in order to increase success. ORC will assist in monitoring SST goals and progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF 2000-2999: Classified Personnel Salaries

	Extra Help
	District Funded 2000-2999: Classified Personnel Salaries ORC Position
1000	LCFF 1000-1999: Certificated Personnel Salaries Extra Help

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

Student discipline data will be monitored by the PBIS Team and administration to ensure school practices align with restorative practices and the Safe & Civil School model.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	LCFF 1000-1999: Certificated Personnel Salaries Teacher Extra Help

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 safety committee will review and update the Safety Plan. Safety drills will be conducted to prepare for emergency situations (Fire and Lockdown).

Proposed Expenditures for this Strategy/Activity

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

Site counselor will assist parents and students in crisis and trauma. The counselor will also support student behavior with conflict resolution strategies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries School Counselors (2)

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 - emphasis on Homeless, SED, and English Learners

Strategy/Activity

Utilize research-and evidence-based intervention strategies for early intervention to address chronic abseentism and tardiness, which include: mentor/check-in, family contact, reward system, workshops for families, regular communication with families, and after-school clubs and 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)
	See Goal 1 Action 25

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Employ Campus Supervisors to monitor campus, including all buildings, and reduce student tardiness throughout entire school day.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Campus Assistant (7.5 employees)
36000	LCFF 2000-2999: Classified Personnel Salaries Campus Assistants (additional 1.5 employees)

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

SST Team will meet regularly to discuss student needs based on teacher referrals and students with current SSTs. Teachers will be trained on SMART goals and data collection for intervention. Strategies will be developed and implemented in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	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

Continued use of the Risk of Sexual Activity Curriculum in Science.

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

Amount(s)	Source(s)
	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

Professional development will be conducted both district wide and site based on PBIS/STOIC. 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)
	No additional cost

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

Utilization of WEB (Where Everyone Belongs) - WEB is a transition program that trains 8th graders to be positive role models around campus who welcome 6-7th graders and make them feel comfortable through middle school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No addiitonal 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

Bullying prevention education will be provided to students, parents and teachers through assemblies, mandated trainings and parent informational nights.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3500	LCFF 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees - Assemblies (Anti-Bullying)

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide a well-maintained, safe, and attractive learning environment for 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)

3300	LCFF 4000-4999: Books And Supplies Materials and Supplies - Campus Beautification

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.

SED, Foster, Homeless, English Learners, African-American

Strategy/Activity

The Opportunity classroom assists students in modifying behavior and gaining the skills necessary to function more successfully in the general education classroom. It supports the individualized needs of students within a positive, safe, respectful and academically rigorous environment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Paraeducator II Position
	District Funded 2000-2999: Classified Personnel Salaries Campus Assistant

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

ASB class offered for 7th-8th Grade students. These student leadership groups will participate in activities to promote awareness of tobacco usage, drugs and alcohol, anti-bullying, and promote school spirit on campus. They will plan Red Ribbon Week activities and coordinate events with WEB leaders. ASB helps to build up a positive, school culture.

Proposed Expenditures for this Strategy/Activity

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

Engage students in research-based programs and assemblies that tie into social-emotional well-being to create a learning environment that is safe, drug-free and conducive to 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)
1000	Title I 5000-5999: Services And Other Operating Expenditures Service, Entrance Fees, Operations - Assemblies (Anti-Bullying, Kindness, Vaping)

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

Use Panorama's research-based surveys for students, families, teachers and staff to better understand and build a positive school climate in the school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	No additional costs

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

Provide lunch time activities and incentives for students to create a positive, school environment. Activities encourage positive behavior, team building, and get-to-know you opportunities to address social-emotional needs on campus.

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

Amount(s)	Source(s)
2500	LCFF 4000-4999: Books And Supplies Materials and Supplies - Lunch Materials and Incentives

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 - SED, Foster, Homeless, and English Learners

Strategy/Activity

The PBIS Committee will evaluate the MTSS Pyramid and work with teachers to provide strategies for behavior support in the classroom based on the STOIC approach.

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

Amount(s)	Source(s)
3000	Title I 1000-1999: Certificated Personnel Salaries Teacher Extra Help

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

Employ extra clerical support in the Office to support student and family 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)
60697	LCFF 2000-2999: Classified Personnel Salaries Clerical/Office - OAII

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 - SED, Foster, Homeless

Strategy/Activity

Students will be supported throguh the Student Wellness Center with healthy coping skills and to address social-emotional needs on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
2000	Title I 4000-4999: Books And Supplies Materials and Supplies - Supplies for Wellness Center

Strategy/Activity 22

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Students will be introduced to careers through Career Day by bringing community members into the school to discuss their jobs and opportunities for students beyond school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	LCFF 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 23

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Support from an extra administrator on campus is needed to assist with supervision, discipline, IEP meetings, and student/family interactions.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
15492	LCFF 1000-1999: Certificated Personnel Salaries Administrator salary

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.

Attendance and discipline issues (suspensions) were a major concern from last year and still continued to affect the overall implementation of our school plan. The number of students suspended overall remains roughly unchanged at 11-12%. Attendance was a concern as chronic absenteeism, especially for specific student groups such as Students with Disabilities.

Our Wellness Center made a positive difference this past year as we were able to create a strong sense of belonging and give the students a safe space to connect with peers. Groups run by our counselors were a success and we were able to identify areas of need such as attendance, social

skills, anxiety and stress, and find ways to support students on how to adjust and cope. These groups were also utilized to support with behavior and office visits.

The data from 2021-2022 reflected the need to provide social-emotional support for students to feel safe at school this past year. We did well to accomplish this part of our plan. The strategies/activities from this year and really helped to create healthy coping skills and address social-emotional needs on campus was our Wellness Center (Strategy 23). This combined with Strategy 25, which was the support of an extra administrator on campus allowed more connection, caring adults, and person to work with students throughout the day to help with both discipline and social-emotional needs.

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

The major discrepancy between the intended implementation and the budgeted expenditures was there were not enough reward activities and lunch time activities for the students this year and we did not have sufficient and/or appropriate funding models to support it throughout the year.

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.

Many of the same strategies and activities still apply, but will need to be modified or adjusted to meet the needs of students for this school year. The school did adjust the metrics/indicators and the expected outcomes. We will continue to address the need for more supervision on campus and being more strategic with systems to support management of students during non-classroom time. This is reflected in strategy 7 of this goal. We will continue with the additional administrative support to help address behavior and attendance concerns. This is reflected in strategy 25. Finally, we will build off the momentum of our Wellness Center (Strategy 23) and start group counseling for attendance, behavior, sense of belonging, and anxiety earlier in the year and pull more Panorama data (strategy 19) throughout the year.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
English Learner Parent Needs Survey	2022-2023 Needs Survey results: 80 parent took the survey 73% felt welcomed when they visit the school. 4% did not. 1% of families said that someone was not available to speak the language of the parents in the office	Data for the Needs Survey will improve by the following: Feeling welcomed at school 10% Preferred language in office 1%
Average attendance at ELAC Meetings	An average of 15 parents attended ELAC Meetings (hybrid both in-person and on Zoom) for the 2022-2023 school year.	Attendance will increase by 25% at ELAC Meetings this year.
Parent attendance at Back to School Night	2022-2023 Back To School Night Attendance 518 students had someone attend BTSN	2022-2023 Back To School Night attendance will increase by 10%.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Title I parent information presented at Back to School Night.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	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

Parent Compact and Title I School-Level Parent and Family Engagement Policy developed and revised with parent groups (SSC and ELAC) and distributed to all 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)
	No additional 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.

All Students

Strategy/Activity

Parent empowerment classes will be provided, with support from the Outreach Specialist and Counselors, in the evening, throughout the school year, including but not limited to Canvas, Project 2 Inspire, Technology/Internet Safety and classes for working with teenagers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
1000	Title I 4000-4999: Books And Supplies Materials and Supplies - Parent Project Materials
	District Funded 2000-2999: Classified Personnel Salaries ORC Salary
1000	Title III 2000-2999: Classified Personnel Salaries Other Classified - Outreach OT

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

Parents will be invited to Fall Parent Conferences for all students. The school passed a site variance which moved up Fall Conferences to October, from November, to provide more early intervention and communication with families regarding their student's progress. Spring Parent Conferences will be held for students who ned extra support to meet grade level standards. Translators are for parents of EL students for any additional meetings as needed.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	Title III 2000-2999: Classified Personnel Salaries

	Verbal Translation - Extra Help
2000	Title III 2000-2999: Classified Personnel Salaries Verbal Translation - OT
5500	LCFF 5000-5999: Services And Other Operating Expenditures Field Trip Transportation - Bus Transportation for Site Variance

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.

SED, Homeless, English Learners

Strategy/Activity

ORC provides outreach to communities and families on a regular basis and helps to coordinate services when possible. Food care packages are distributed to families in need during designated times.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	See Goal 3, Activity 3

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.

English Learners

Strategy/Activity

ELAC meetings are held monthly to communicate EL student progress as well as develop plans for EL student success with parents and community partners.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3232	Title III 4000-4999: Books And Supplies Materials and Supplies - supplies and refreshment

Strategy/Activity 7

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Provide parent involvement opportunities will be offered via committee meetings: SSC, PTO and 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)
	See Goal 3 Strategy 6 for ELAC supplies

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

PTO meets on a regular basis. Parents are encouraged to attend in order to provide input.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	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

District and Site opportunities provided for families to attend parent workshops, including academic and SEL, AVID Family night, 6th grade orientation, and other site 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)
3500	Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference - CABE
1000	Title I 4000-4999: Books And Supplies Materials and Supplies - supplies and refreshment

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

School counselors will provide parent workshops for high school transition supporting A-G Requirements. They collaborate with the OUHSD about scholarships, high school resources, and programs.

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

Amount(s)	Source(s)
	No additional cost

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. Emphasis on - English Learners, Migrant, Special Education, SED, Foster, Homeless, African-American, and GATE

Strategy/Activity

Support teachers and staff with parents meetings such as SST and monitoring conferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
5000	Title I 1000-1999: Certificated Personnel Salaries Teacher Substitutes/Floaters

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

Extra Clerical Support in Office to support student and family 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)
4781	LCFF 2000-2999: Classified Personnel Salaries Clerical Substitutes
4000	LCFF 2000-2999: Classified Personnel Salaries Clerical O.T.

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

English Learners and Migrant Students

Strategy/Activity

Encourage parents to attend ELD Reclassification Meetings in the Fall and Spring to celebrate student success.

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

Amount(s)	Source(s)
	See Goal 1, Activity 34

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

The school campus will be an inviting and accessible area for families when meeting with school staff. School staff will have all materials and equipment necessary to provide access to families and support their needs on campus.

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

Amount(s)	Source(s)
4500	LCFF 4000-4999: Books And Supplies Non-Capitalized Equipment - Front Office Needs
2000	LCFF 4000-4999: Books And Supplies Materials and Supplies

Strategy/Activity 15

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

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.

Parents were provided meaningful opportunities to participate in their children's growth. Parents attended various trainings such as Canvas, Parent Night meetings, College and Career Readiness (A-G) as well as Back to School Night and Parent/Teacher conferences to be involved in their children's well-being and education. School meetings were held both in-person and virtually (ELAC , PTO, and SSC), which allowed parents to be a part of the decision-making process at school in various formats. As a result of being virtual and in-person, parents were afforded more access to join meetings with their various work and home commitments that previously did not allow them to attend. All SSTs, IEPs, Parent-Teacher Meetings, and 504s were held in the parent's preferred method to allow parents to be active participates and provide access to those that needed more flexibility.

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

Online applications like Zoom and Canvas allowed for parents the opportunity to participate in their child's education, though there were challenges in getting parents familiar and comfortable with the applications. Not all parents signed up to receive notifications to be able to monitor student progress via Canvas. The discrepancy between Canvas and Q caused parents to not always be up to date with information or know where they should consistently look. County Health and Safety guidelines caused less participation from community members overall.

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

We did not get the necessary parent participation and sign up for our District's Learning Management system (Canvas) like we wanted, but this year we are going to have all families sign up and register when they come to pick up schedules and materials before school begins. This will allow us to help families that need additional support and ensure all families are signed up when school begins. We also will be utilizing Parent Square which will allow for more two-way communication with mass emails, phone calls, and text messages. The discrepancy between Canvas and Q still caused parents to not always be up to date with information or know where they should consistently look. We are confident that by having them sign up early, this will help alleviate those concerns and discrepancies.

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	$123,542.00
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	$350,294.00

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	$96,731.00
Title III	$26,811.00

Subtotal of additional federal funds included for this school: $123,542.00

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 ($)
LCFF	$224,752.00
LCFF - Intervention	$2,000.00

Subtotal of state or local funds included for this school: $226,752.00

Total of federal, state, and/or local funds for this school: $350,294.00

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	96,731.00	0.00
Title III	26,811.00	0.00
LCFF	224,752.00	0.00
LCFF - Intervention	2000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	224,752.00
LCFF - Intervention	2,000.00
Title I	96,731.00
Title III	26,811.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	37,474.00
2000-2999: Classified Personnel Salaries	LCFF	107,478.00
4000-4999: Books And Supplies	LCFF	61,300.00
5000-5999: Services And Other Operating Expenditures	LCFF	16,500.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	2,000.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	2,000.00
1000-1999: Certificated Personnel Salaries	Title I	42,602.00
2000-2999: Classified Personnel Salaries	Title I	20,119.00
4000-4999: Books And Supplies	Title I	11,000.00

5000-5999: Services And Other Operating Expenditures	Title I	23,010.00
1000-1999: Certificated Personnel Salaries	Title III	3,379.00
2000-2999: Classified Personnel Salaries	Title III	7,700.00
4000-4999: Books And Supplies	Title III	8,232.00
5000-5999: Services And Other Operating Expenditures	Title III	7,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	177,292.00
Goal 2	132,489.00
Goal 3	40,513.00

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

4 Classroom Teachers

1 Other School Staff

3 Parent or Community Members

3 Secondary Students

Name of Members	Role
Tyler Higa	Principal
Maybellyne Frazer	Classroom Teacher
Kristin Dodge	Classroom Teacher
Greg Packham	Classroom Teacher
Mark Urwick	Classroom Teacher
Amber Pergeson	Other School Staff
Yolanda Melano	Parent or Community Member
Bob Vargas	Parent or Community Member
Leticia Trejo	Parent or Community Member
Alexis Gomez	Secondary Student
Joelynn Gallardo	Secondary Student
Ashley Porras	Secondary Student

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

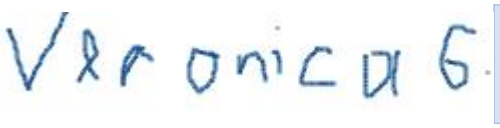
Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	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 June 5, 2023.

Attested:

	Principal, Tyler Higa on 06/06/23
	SSC Chairperson, Mr. Alexis Gomez on 06/06/23

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

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

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

Budget Summary

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

Budget Summary

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

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

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

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

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

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

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

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

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

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

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

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

Requirements for the Plan

II. The SPSA shall include the following:

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

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

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

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

   b. use methods and instructional strategies that:

      i. strengthen the academic program in the school,

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

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

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

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

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

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

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

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

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

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

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

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

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

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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/guidanceuseseinvestment.pdf);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

Developed by the California Department of Education, January 2019