

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
Christa McAuliffe Elementary School	56725380100362	May 31, 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

Our school has recently been identified as ATSI (Additional Targeted Support and Improvement), due to the student group of Students with Disabilities for the indicators of ELA/Math performance and Chronic Absenteeism. McAuliffe is also eligible for ATSI due to the student group of White for the indicator of Chronic Absenteeism. The CDE makes this determination based on previous student performance from state mandated assessments and data collection. We have identified strategies/activities to address this, such as early identification and targeted intervention, a positive reward system and clear communication to families.

The detailed plan is outlined in this SPSA.

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.

At Christa McAuliffe Elementary School, every morning all students and staff say, "It's Always a Great Day to Be a Challenger!" We believe that students can reach their academic potential in a safe, fun, and engaging learning environment. Our vision coincides with the Oxnard School District profile where we strive for students to become innovators, problem solvers, achievers, global thinkers, collaborators, digital learners, and children who are focused on the future. McAuliffe's vision is to "to empower all children to achieve excellence by unlocking their full potential,

incorporating STEAM practices while fostering a student-centered culture, cultivating responsible citizens, and ensuring students are equipped to meet the challenges in the world around them.” Additionally, McAuliffe's vision supports the OSD Strategic Plan.

Oxnard School District has created a strategic plan in order to ensure that we fully develop our student profile and work toward fulfilling our Mission and Vision. The Mission is as follows: In Oxnard School District, we nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors. The Vision is as follows: Ignite, Transform, Nurture, Embrace.

Our strategies/activities support our values and principles: Equity and Excellence; Safe and Affirming Environments; Achievement/Performance, Multilingualism, Global and Socio-Cultural Competence; Relationships built on Integrity, Mutual Trust, Respect and Caring; and Professional Accountability and Service.

Our goals can be realized by following a Theory of Action, which constitutes committing to a vision of success; to be relentless in clarifying and supporting classroom leadership; to build school leadership; to benefit from organized district leadership; and to engage our families and community, which will lead us to become a highly effective and equitable school.

A guiding focus for the district is on five strategic goals which form the framework for powerful and sustainable school and district transformation: Student Academic Engagement and Achievement; a Positive and Safe Learning Environment and School Climate; Guidance and Support to Sites; Family/Community Alliances for Student Success and Transformational Leadership and Infrastructure.

All of our strategies/activities are designed to further these pedagogical principles:

1. Identify, activate, and build on student strengths.
2. Affirm student identities by challenging the devaluation of minoritized students' identities.
3. Establish powerful relationships that nurture equity and success.
4. Engage students actively in the learning process., by amplifying student voice.
5. Create environments of enrichment, rather than remediation, that engage students' multilingual repertoires.
6. Situate learning in the lives of students by connecting to their lives.
7. Elicit high intellectual performances that help connect students' identities to academic engagement.
8. Address the prerequisites for learning, including incorporating pedagogical practices that challenge coercive relations of power.

McAuliffe school takes the strategic plan into account which, if implemented with fidelity, will increase student achievement exponentially.

In 22-23, McAuliffe students demonstrated tremendous growth and we will continue to raise the bar for the 23-24 school year. McAuliffe's plan highlights 3 goals: academics, socio-emotional support, and parent engagement.

The first goal of the School Plan for Student Achievement, SPSA, is instruction, assessment and monitoring of students in the core of academics - Math and English Language Arts. The staff has committed to first instruction practices by teaching grade level standards through an Accelerated Learning model. We believe that with high quality first-instruction, which includes: standards based

lesson design, classroom interventions, resources, and use of evidence-based practices, 85% of students will reach mastery of the Common Core State Standards. Part of effective first instruction practices includes targeting instruction through the Cycle of Inquiry which entails Analyzing Evidence, Determining a Focus, Implementing and Supporting, and Analyzing Impact. When interventions are needed, teachers use data and remediation strategies to pinpoint focus skills while working with small groups and individual students.

Instructionally, teacher will focus on the following for the 23-24 school year:

- Create an "Annual Plan" with the goal of making an outline of lessons throughout the year focused on planning based on Common Core standards while keeping in mind assessments and report card outcomes.
- Student Progress Monitoring: Teachers will track multiple student data in 6-8 week intervals to track their progress. Then, create SMART goals and an action plan.
- Common Formative Assessments: Teachers will administer CFA's weekly by grade level, identifying a standard, learning objective and agreed upon assessment. Data from CFA's will be analyzed for next steps.

The second goal of the SPSA is Social-Emotional Learning. We believe students need to be well-rounded and aware of their well-being to succeed in the future. Supports for SEL include - our PBIS Committee dedicated to the STOIC model through our S.T.A.R. (Strive to be present every day, Treat others with kindness, Act responsibly, Respect others) expectations. Similar to CHAMPS, STAR focuses on creating clear expectations in common areas and in the classroom. Additionally, our Counselor and Outreach Coordinator will provide consistent SEL support through class presentations, assemblies, parent nights, and small groups, and staff daily Community Circles every morning.

Through the last goal of the SPSA we are finding ways to support families through their child's education. We firmly believe that a child's education is a partnership best served when both sides are working together in unity. We plan to offer several opportunities for families to provide input, engage in the learning process, communicate to staff, share resources, and support students.

Finally, McAuliffe has been identified as an ATSI school (Additional Targeted Support and Improvement). We are ATSI eligible due to student groups, students with disabilities, for the indicators of ELA/Math and Absences. McAuliffe is also eligible for ATSI due to student groups White for the indicator of absenteeism. Actions have been put in place in goal 1 and goal 2 to address the student groups and indicators.

In this year's plan, our goals remain the same, but how we provide support looks different.

### Goal One - ACADEMICS

1. This academic school year, our students, across all grades, will focus on exceeding, achieving, or moving closer to mastering grade-level standards. Teachers are committed to increasing academic achievement across English Language Arts and Mathematics content areas. These areas will be assessed by using STAR 360 Assessments, Interim Assessment Blocks (IABs) and teacher-generated assessments (Kindergarten). Teachers have created a plan to increase student achievement through first instruction practices, an in-depth analysis of the Cycle of Inquiry, and targeted interventions.

- Teachers have committed to having students demonstrate high-level Depth of Knowledge through writing across the curriculum. We believe that with this commitment students will be able to articulate their thoughts through writing and, as a result, demonstrate mastery of Common Core Standards.

2. McAuliffe Teachers collaborate on a regular basis through focused conversations to plan, analyze data, set goals, and share strategies to support below benchmark, at-benchmark, and exceeding benchmark students.

- Students not making significant progress are identified through data analysis and student monitoring conferences by the teacher and administration. Students identified as not meeting benchmark receive Tier I instruction and interventions within the classroom. Any student needing Tier II or Tier III level Interventions are supported through a small group setting, team-teaching amongst the grade-level, Intervention Service Provider (ISP), paraeducator support, and Literacy Intervention Teacher (LIT). Students at Tier II are reviewed through a Multi-Tiered System and Support (MTSS) process and the Student Success Team (SST). The Multi-Tiered System of Supports (MTSS) is a multifaceted support system. Students identified through this process are provided interventions, tools, or strategies (with social/emotional support, as necessary).

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

4. As McAuliffe is a STEAM Academy, we focus on Science, Technology, Engineering, Arts, and Mathematics (STEAM) practices while embedding them in instruction as well as providing enrichment opportunities. McAuliffe has a rich history of incorporating the STEAM activities into instruction including learning through visual arts, interactive science lessons, plays, poetry reading, and writing.

#### Goal Two - SOCIO-EMOTIONAL

5. A concerted effort has been made by staff to create and maintain a student-centered culture that cultivates responsible citizens and ensures students are equipped to meet the challenges in the world around them. Our school guidelines follow the acronym S.T.A.R. These represent: Strive to be present every day - Treat others with kindness - Act responsibly - Respect others and their belongings. These guidelines provide expectations to students for their behavior, in and out of class. Student behavior is incentivized by receiving "STARbucks" that will be placed in a raffle to be cashed in weekly for prizes. The expectations are shared in morning announcements, assemblies, in the classroom through school signage, and parents receive them through social media, including our website.

To promote positivity and acceptance throughout the school, we created the motto of "It's Always a Great Day to be a Challenger" to demonstrate that all students and staff are accepted and welcomed at our school. This, coupled with our daily Community Circles, builds relationships and connections with others on the campus.

The PBIS Team also reviews data and provides support to staff and teachers who request suggestions on how to support students with behavior. McAuliffe has worked diligently creating positive behavior supports in the classroom and we strive to create supports in common areas such as the cafeteria, playground, recess area, hallway, and library.

Our site feels an obligation to be culturally responsive and honor diversity. Our site Library/Media Tech has a special focus this year on diversity and acceptance. Each week, when a class visits the library she will read a book related to this focus.

#### Goal Three - PARENT ENGAGEMENT

6. A key part of the academic, social, and emotional support to students is parent participation. The strongest component of parent involvement is the site Parent Teacher Association (PTA). The

partnership with the PTA provides an avenue for parents to participate through volunteering, fundraising, and creating a climate of inclusivity. Our English Learner Advisory Committee and School Site Council are also avenues for parents to partner with the school. The role of the parent is vital to the mission and vision we have for students in meeting the goals outlined in this document.

7. Parents are invited to participate in any of our councils, meetings, associations or chats about supports the school offers to their children.

8. Communication on how to support the family/school partnership will be shared through newsletters, emails, social media posts, and videos by our site administrator and other McAuliffe staff.

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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.

Throughout the year, administration visited classrooms with informal "pop-ins" as well as formal evaluations. The focus of the informal and formal observations was to see evidence of the Cycle of Inquiry in action. The principal offered feedback on how best to support instruction as it applied to the Cycle of Inquiry.

The observation findings showed the Cycle of Inquiry was being implemented, but there was room for improvement. Observations proved that teachers are using data to inform their instructional practices. Specifically, it is observed that there is inconsistent use of targeted small group instruction. Creating small groups focused on targeted learning outcomes is an area of growth across all grade levels. We will continue working on using data after first instruction to determine which students in each class need additional targeted Tier 1 instruction.

This year, the administration and staff are working on an "Observation and Feedback" cycle in an effort to collect and analyze data. The observation and feedback data together with the Summative Assessment and Common formative assessment data will help our staff make well-informed decisions.

## Analysis of Current Instructional Program

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

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

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



## Standards, Assessment, and Accountability

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

McAuliffe has been and will continue to use site-based, district and state assessments to inform and improve instruction, student learning and social emotional well-being. These assessments include STAR, IABs, writing and Panorama surveys. Weekly staff meetings are held to discuss and analyze results using the Cycle of Inquiry to inform planning for instruction and development of needed supports. For example, assessments are used to track data and accurately monitor student progress. Based on data from assessments, SMART goals and an action plan are put into place through the MTSS and SST process, if needed.

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

Data are reviewed weekly during PLC meetings. The Cycle of Inquiry is the foundation that guides the discussions in Professional Learning Communities. Each teacher is committed to the Cycle of Inquiry which are - analyze the evidence, determine a focus, implement and support, and analyze impact. Focused PLC meetings take place at least one time a week and each meeting focuses on the planning portion of the Cycle of Inquiry. It is a process that the staff has committed to repeating in 6-8 week cycles.

In addition, each teacher will meet with administration to analyze data for each student in their classroom. The goal of the student progress monitoring conferences is to ensure all student needs are met. Topics of progress monitoring conferences consist of differentiating instruction, providing in-class interventions, lesson design, and aspects of "Child Find."

## 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 and this 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 are 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. Professional development was provided in the following areas: instructional content, culturally responsive grading and equity, special education assessment and TK instruction.

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

McAuliffe teachers have been trained in PLC work. The purpose of the PLC time is to improve student achievement through the Cycle of Inquiry with a focus on writing. Our team and staff believe our actions, through a deep dive into the Cycle of Inquiry and a focus on Tier 1 first Instruction, will raise student achievement. Additional foci of PLC time include Social-Emotional Learning (MTSS Pyramid- Tier 1- PBIS/SEL) and Interventions (MTSS Pyramid- Tier 2 Rtl Academic). A "Teacher Banking Day" occurs every Wednesday afternoon during which grade level teams collaborate.

## Teaching and Learning

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

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

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

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

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

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

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

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

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

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

## **Opportunity and Equal Educational Access**

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

Students identified by a teacher in the data analysis part of the Cycle of Inquiry are supported in class through interventions such as small group instruction, differentiating instruction, and targeted skill-based remediation techniques. The groups are flexible and based upon a student's needs. Any student needing supports beyond Tier I classroom intervention is supported within the Multi-tiered System of Supports process that includes daily intervention and analysis of progress and within a six to eight-week cycle. Teachers meet with administration after 6-8 week data-tracking intervals and each student's progress is documented. The teacher and administration then determine if a student is to move forward in the process (SST) and further to assessment for one or more of the 13 handicapping conditions outlined in the Special Education guidelines.

Evidence-based educational practices to raise student achievement

The McAuliffe staff is committed to teaching grade level standards through Accelerated Learning, not remediation. The focus of Accelerated Learning is using the Priority Standards as a foundation to use evidence-based classroom strategies to raise student achievement. McAuliffe has committed to Tier 1 instruction for ALL students where 85% of students will reach the lesson objective and grade level benchmark through detail-oriented lesson design and evidence-based strategies. Common evidence-based practices at McAuliffe include small-group targeted instruction, student collaboration using academic language, and writing.

An important factor in raising student achievement is teacher collaboration through focused Professional Learning Communities. The PLC's have committed to analyzing data through the Cycle of Inquiry to target and meet all student needs.

## Parental Engagement

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

Currently, parental engagement is made available to parents of under-achieving students through the activities and funding outlined in the School Plan for Student Achievement. Resources/events that communicate information to families include: beginning of year Transitional Kindergarten and Kindergarten Orientation, Back to School Night, A-G requirement presentation, and parent/teacher conferences. Other events that support families include: student of the month assemblies, field day, kinder reading on the lawn, bingo night, and movie night.

The Outreach Coordinator (ORC) is key in providing families support with resources to help families in need, inform families, and ensure the partnership between the school and families is healthy and open.

PTA continues to support during these events. The School Site Council and ELAC have a presence to ensure that families and the community as educational partners have a voice.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Students, Faculty, Staff, Parents and Community members are Educational Partners whom we value. These educational partners are all encouraged and invited to share their input regarding student success, goals, strategies, and ideas of how to best serve the families and students represented at McAuliffe Elementary. Each member is key in outlining and providing input in the goals and activities outlined in this plan. The input for this year's School Plan for Student Achievement (SPSA) began in the spring of 2023 as faculty, staff and parents evaluated the upcoming year's SPSA. Members of the site Leadership Team, School Site Council and English Language Advisory Committee analyzed the goals, strategies, and funding for this school year.

## Funding

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

The determination of which funded services are offered to students and parents is determined by the analysis of data provided by site-based, district benchmark, state assessments and surveys. Categorical funding from Title I supports interventions for below benchmark students. Title III funding is focused on English Learners. Title I funding will subsidize the collaboration time offered in the Professional Learning Communities and provide interventions from Intervention Service Provider (ISP) to support student achievement.

Fiscal support (EPC)

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

# 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

A regular part of the creation of the School Plan for Student Achievement (SPSA) is a spring (prior year) evaluation of the goals, strategies, and funding by the Site Leadership team. The results are reported back to the staff by their team representative. Teachers have an opportunity to provide input for the SPSA through their grade level representative that meets once a month.

Parents have an opportunity to provide input on the SPSA through SSC and ELAC meetings. At every SSC and ELAC meeting the budget is reviewed with a particular focus on Title 1 funds. Parents and committee members are asked for input at each meeting.

Parent groups such as School Site Council (SSC), English Language Advisory Committee (ELAC), and Parent-Teacher Association (PTA) are included in the development process and they provide input into the plan.

## Resource Inequities

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

The 22-23 school year didn't go as planned in regard to hiring an ISP teacher. The plan was to hire an ISP to work from September 2022-May 2023. Due to personnel issues, an ISP was not hired until February 2023 and worked through May 2023. In addition, the Literacy Intervention Teacher (LIT) went out on leave unexpectedly and was unable to support 3rd and 4th grade students from February - June 2023. Lastly, a permanent ORC was not hired until November 2022.

A resource inequity for SWD students (an ATSI focus) was a lack of a regular teacher in the TLC 4-5th grade classroom as several long term subs supported the class. Moving forward, we have added strategies in order to address the needs of SWD students in the TLC class and student group in the school in relation to ELA and Math such as; providing additional PD to teachers and subs, TOSA support, and Unique curriculum support.

Moving forward, teachers are prepared to address student needs with in-class interventions with support from an ISP or LIT teacher if available. The interventions will continue to target specific skills, set SMART goals, and track data.

# 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	%	0.19%	0.2%		1	1
African American	1.7%	3.00%	2.76%	10	16	14
Asian	1.0%	0.75%	1.38%	6	4	7
Filipino	3.2%	2.62%	2.56%	19	14	13
Hispanic/Latino	80.1%	79.21%	79.53%	475	423	404
Pacific Islander	0.3%	0.56%	0.2%	2	3	1
White	9.8%	9.55%	9.25%	58	51	47
Multiple/No Response	3.9%	4.12%	4.13%	23	22	21
	<b>Total Enrollment</b>			593	534	508

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	104	75	106
Grade 1	100	79	51
Grade 2	96	101	75
Grade 3	94	97	99
Grade 4	86	93	93
Grade 5	113	89	84
<b>Total Enrollment</b>	593	534	508

### Conclusions based on this data:

McAuliffe enrollment is declining and mirroring the declining enrollment within OSD. McAuliffe has the 2nd highest African American population in OSD and to embrace this McAuliffe will hold a district wide event celebrating African American culture in February. The white population at McAuliffe is almost 10% and the second most prevalent student group at McAuliffe. This group was also identified through ATSI with the indicator of chronic absenteeism. The Principal and ORC are addressing the absenteeism by meeting with all families who had more than 10 absences within the first month of the school year to outline expectations and possible consequences.

Lastly, grade 1 only has 51 students enrolled, which makes up approximately 2 classes, whereas other grade levels have 3-4 classrooms of students with 75+. This affects staffing as the cohort of students moves up the grades. Administration is working with the Enrollment Center to enroll waitlisted students in that grade in an effort to add another class and create balance which will minimize staffing issues.

# 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	134	135	114	22.60%	25.3%	22.4%
Fluent English Proficient (FEP)	48	32	21	8.10%	6.0%	4.1%
Reclassified Fluent English Proficient (RFEP)	29			21.6%		

### Conclusions based on this data:

Our goal is to increase the percent of RFEP students by 10%. The teachers have committed to offering Designated and Integrated English Language Development (ELD) to support English Learners' language proficiency skills throughout the instructional day. In addition, we plan on implementing a 5-week intensive after school test prep program (ELPAC Boot Camp) to prepare EL students for the ELPAC test in mid-March. Our goal is to have 3 teachers teach the after school test prep in classes of 20 students or less. We also plan to send 3 McAuliffe members to the CAFE conference which informs families, teachers, and other staff of the best resources, teaching strategies, and best ways to partner with EL families.



# School and Student Performance Data

## Star Early Literacy

Christa McAuliffe Elementary School											
		Less than Proficient				Proficient				Star Early Literacy Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
<b>Grade K</b>	70	6	9%	6	9%	10	14%	48	69%	4	816
<b>Grade 1</b>	43	5	12%	7	16%	4	9%	27	63%	4	848
<b>Grade 2</b>	25	6	24%	11	44%	4	16%	4	16%	4	868

### Conclusions based on this data:

STAR Early Literacy numbers can be a bit deceiving because when students reach the early reading stages they forego the STAR Early Literacy Assessment and begin taking the STAR Reading Assessment. This transition typically takes place half-way through grade 1. Nevertheless, the STAR Early Literacy data indicates that there are a significant amount of students at the Urgent Intervention and Intervention level.

McAuliffe teachers and staff have established our goals and vision with this data at the forefront. Kinder, 1st, and 2nd grade teachers have committed to using the results as a baseline to collect data initializing the Cycle of Inquiry. Research has proven the Cycle of Inquiry functions optimally when conducted in 6-8 week cycles. McAuliffe staff has committed to adding 2 extra STAR test windows above the 4 required by OSD, thus truly committing to the 6-8 week cycle. At the conclusion of each cycle, PLC's have committed to analyzing the evidence, determining a focus, implementing and supporting, and reassessing. This process will take place 5 times throughout the academic school year. Specifically, teachers will analyze their common formative assessments and how their results compare to the results of the STAR Early Lit assessment.

To address the students at Level 1 and Level 2, our staff has committed to Tier 1 interventions in the classroom, working with all students in a small group setting daily. The small group instruction is targeted with a focus skill using the STAR results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to effective standards based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of instruction.



# School and Student Performance Data

## Star Reading

Christa McAuliffe Elementary School											
		Less than Proficient				Proficient				Star Reading Average	
		Level 1		Level 2		Level 3		Level 4			
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
<b>Grade 2</b>	73	18	25%	28	38%	14	19%	13	18%	2	923
<b>Grade 3</b>	94	35	37%	24	26%	19	20%	16	17%	2	958
<b>Grade 4</b>	90	44	49%	22	24%	10	11%	14	16%	2	989
<b>Grade 5</b>	80	25	31%	16	20%	25	31%	14	18%	2	1034

### Conclusions based on this data:

When comparing STAR end of year data 21-22 to 22-23 there is an increase of students at level 3 and 4 in majority of the grade levels. This is due to the commitment to purposeful planning, targeted instruction, and data analysis to inform teaching.

McAuliffe teachers and staff have established our goals and vision with this data at the forefront. Second, Third, Fourth, and Fifth grade teachers have committed to using the data as a baseline to initialize the Cycle of Inquiry. Research has proven the Cycle of Inquiry functions optimally when conducted in 6-8 week cycles. McAuliffe staff has committed to adding 2 extra STAR test windows above the 4 required by OSD, thus truly committing to the 6-8 week cycle. At the conclusion of each cycle, PLC's have committed to analyzing the evidence, determining a focus, implementing and supporting, and analyzing impact. This cycle will take place 5 times throughout the academic school year.

To address the students at Level 1 and Level 2, our staff has committed to Tier 1 interventions in the classroom working with all students in a small group setting daily. The small group instruction is targeted with a focus skill using the STAR results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to effective standards-based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of instruction.

# School and Student Performance Data

## Star Math

Christa McAuliffe Elementary School											
		Less than Proficient				Proficient					
		Level 1		Level 2		Level 3		Level 4		Star Math Average	
Grade	Total # Tested	Total	%	Total	%	Total	%	Total	%	Level	Scale Score
<b>Grade 1</b>	44	10	23%	11	25%	21	48%	2	5%	2	856
<b>Grade 2</b>	74	23	31%	17	23%	21	28%	13	18%	2	922
<b>Grade 3</b>	91	31	34%	28	31%	21	23%	11	12%	2	963
<b>Grade 4</b>	92	34	37%	33	36%	14	15%	11	12%	2	990
<b>Grade 5</b>	78	35	45%	20	26%	14	18%	9	12%	2	1036

### Conclusions based on this data:

When comparing STAR end of year data 21-22 to 22-23 there is an increase of students at level 3 and 4 in majority of the grade levels. This is because of the commitment to purposeful planning, targeted instruction, and data analysis to inform teaching.

McAuliffe teachers and staff have established our goals and vision with this data at the forefront. Second, Third, Fourth, and Fifth grade teachers have committed to using the data as a baseline to initialize the Cycle of Inquiry. Research has proven the Cycle of Inquiry functions optimally when conducted in 6-8 week cycles. McAuliffe staff has committed to adding 2 extra STAR test windows above the 4 required by OSD thus truly committing to the 6-8 week cycle. At the conclusion of each cycle, PLC's have committed to analyzing the evidence, determining a focus, implementing and supporting, and analyzing impact. This cycle will take place 5 times throughout the academic school year.

To address the students at Level 1 and Level 2, our staff has committed to Tier 1 interventions in the classroom working with all students in a small group setting daily. The small group instruction is targeted with a focus skill using the STAR results. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to effective standards-based instruction, best first instruction practices, strong lesson design to meet needs of all students, and differentiation of instruction.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		95			91			91			95.8	
Grade 4		90			88			88			97.8	
Grade 5		81			78			78			96.3	
All Grades		266			257			257			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 3		2370.			13.19			9.89			30.77			46.15	
Grade 4		2461.			19.32			25.00			26.14			29.55	
Grade 5		2473.			15.38			24.36			23.08			37.18	
All Grades	N/A	N/A	N/A		15.95			19.46			26.85			37.74	

Reading Demonstrating understanding of literary and non-fictional texts											
Grade Level	% Above Standard			% At or Near Standard			% Below Standard				
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23		
Grade 3		8.79			56.04			35.16			
Grade 4		19.32			60.23			20.45			
Grade 5		8.97			60.26			30.77			
All Grades		12.45			58.75			28.79			

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		9.89			42.86			47.25	
Grade 4		14.77			57.95			27.27	
Grade 5		10.26			71.79			17.95	
All Grades		11.67			56.81			31.52	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.59			69.23			24.18	
Grade 4		5.68			76.14			18.18	
Grade 5		5.13			75.64			19.23	
All Grades		5.84			73.54			20.62	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		7.69			62.64			29.67	
Grade 4		15.91			68.18			15.91	
Grade 5		15.38			56.41			28.21	
All Grades		12.84			62.65			24.51	

**Conclusions based on this data:**

The percentage of students scoring at the Met/Exceeded achievement levels increased for considerably for grades 3 and 5.

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to purposeful planning, targeted instruction, and data driven practices. The increase of percentages of students who Met/Exceeded standards in 3rd grade may also be attributed to their participation in the Reading Project. Through the Reading Project, the students read books of high interest at their level for 30 minutes everyday while focusing on a specific skill while reading.

In addition to continuing the focus from last year, the staff will continue with:

1. Backwards mapping (standards-based, report card outcomes, and assessment calendar)
2. Progress monitoring for ALL students.
3. Developing and reviewing results of Common Formative Assessments with grade levels and comparing data to local assessments (STAR test)

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		95			91			91			95.8	
Grade 4		90			88			88			97.8	
Grade 5		81			78			78			96.3	
All Grades		266			257			257			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 3		2373.			6.59			18.68			19.78			54.95	
Grade 4		2444.			11.36			22.73			31.82			34.09	
Grade 5		2445.			5.13			6.41			30.77			57.69	
All Grades	N/A	N/A	N/A		7.78			16.34			27.24			48.64	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.99			36.26			52.75	
Grade 4		14.77			48.86			36.36	
Grade 5		5.13			41.03			53.85	
All Grades		10.51			42.02			47.47	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		6.59			43.96			49.45	
Grade 4		15.91			46.59			37.50	
Grade 5		3.85			51.28			44.87	
All Grades		8.95			47.08			43.97	

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 3		12.09			53.85			34.07	
Grade 4		14.77			56.82			28.41	
Grade 5		6.41			55.13			38.46	
All Grades		11.28			55.25			33.46	

**Conclusions based on this data:**

The percentage of students scoring at the Met/Exceeded achievement levels increased considerably for grades 3 & 5. Teachers believe that the increase of percentages of students who Met/Exceeded standards can be attributed to the use of Engage NY curriculum and Zearn app to supplement the adopted curriculum. More teachers this year are committing to using Engage NY/Zearn to supplement the curriculum.

The increased percentages of students scoring at Met/Exceeded can be credited with the commitment to purposeful planning, targeted instruction, and data driven practices.

In addition to continuing the focus from last year, the staff will continue with:

1. Using backwards mapping (standards-based, report card outcomes, and assessment calendar).
2. Intentionally tracking student progress for ALL students.
3. Developing and reviewing results of Common Formative Assessments with grade levels and comparing data to local assessments (STAR test)

# 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
<b>K</b>	1369.0			1376.5			1351.2			21	0	
<b>1</b>	1374.7	1471.3		1385.5	1472.8		1363.6	1469.0		19	13	
<b>2</b>	1414.6	1486.2		1425.0	1496.7		1403.6	1475.3		17	25	
<b>3</b>	1449.0	1480.9		1453.4	1483.6		1444.1	1477.9		21	19	
<b>4</b>	1510.4	1506.2		1512.2	1502.5		1508.0	1509.3		22	13	
<b>5</b>	1512.3	1534.0		1510.4	1528.5		1513.9	1539.0		27	20	
<b>All Grades</b>										127	90	

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
<b>K</b>	9.52			33.33			33.33			23.81			21		
<b>1</b>	0.00	15.38		47.37	61.54		15.79	23.08		36.84	0.00		19	13	
<b>2</b>	11.76	21.05		35.29	47.37		23.53	26.32		29.41	5.26		17	19	
<b>3</b>	19.05	10.53		23.81	36.84		38.10	36.84		19.05	15.79		21	19	
<b>4</b>	13.64	0.00		54.55	61.54		22.73	30.77		9.09	7.69		22	13	
<b>5</b>	14.81	30.00		37.04	35.00		37.04	30.00		11.11	5.00		27	20	
<b>All Grades</b>	11.81	16.67		38.58	46.43		29.13	29.76		20.47	7.14		127	84	

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
<b>K</b>	19.05			33.33			19.05			28.57			21		
<b>1</b>	26.32	23.08		26.32	61.54		21.05	15.38		26.32	0.00		19	13	
<b>2</b>	23.53	36.84		29.41	47.37		23.53	15.79		23.53	0.00		17	19	
<b>3</b>	23.81	21.05		28.57	47.37		23.81	21.05		23.81	10.53		21	19	
<b>4</b>	45.45	15.38		36.36	76.92		13.64	7.69		4.55	0.00		22	13	
<b>5</b>	37.04	40.00		40.74	50.00		7.41	10.00		14.81	0.00		27	20	
<b>All Grades</b>	29.92	28.57		33.07	54.76		17.32	14.29		19.69	2.38		127	84	

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
<b>K</b>	4.76			19.05			47.62			28.57			21		
<b>1</b>	0.00	23.08		21.05	30.77		42.11	30.77		36.84	15.38		19	13	
<b>2</b>	0.00	0.00		35.29	57.89		29.41	26.32		35.29	15.79		17	19	
<b>3</b>	4.76	5.26		19.05	21.05		47.62	36.84		28.57	36.84		21	19	
<b>4</b>	9.09	0.00		18.18	46.15		54.55	30.77		18.18	23.08		22	13	
<b>5</b>	3.70	10.00		11.11	35.00		66.67	50.00		18.52	5.00		27	20	
<b>All Grades</b>	3.94	7.14		19.69	38.10		49.61	35.71		26.77	19.05		127	84	

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
<b>K</b>	9.52			61.90			28.57			21		
<b>1</b>	47.37	30.77		26.32	69.23		26.32	0.00		19	13	
<b>2</b>	29.41	36.84		47.06	63.16		23.53	0.00		17	19	
<b>3</b>	23.81	26.32		52.38	57.89		23.81	15.79		21	19	
<b>4</b>	45.45	30.77		50.00	69.23		4.55	0.00		22	13	
<b>5</b>	33.33	10.00		48.15	80.00		18.52	10.00		27	20	
<b>All Grades</b>	31.50	26.19		48.03	67.86		20.47	5.95		127	84	

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
<b>K</b>	23.81			42.86			33.33			21		
<b>1</b>	10.53	23.08		47.37	76.92		42.11	0.00		19	13	
<b>2</b>	23.53	36.84		47.06	52.63		29.41	10.53		17	19	
<b>3</b>	42.11	44.44		31.58	44.44		26.32	11.11		19	18	
<b>4</b>	52.38	16.67		38.10	83.33		9.52	0.00		21	12	
<b>5</b>	60.00	75.00		30.00	25.00		10.00	0.00		20	20	
<b>All Grades</b>	35.90	42.68		39.32	52.44		24.79	4.88		117	82	



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
<b>K</b>	9.52			61.90			28.57			21		
<b>1</b>	5.26	38.46		57.89	38.46		36.84	23.08		19	13	
<b>2</b>	23.53	10.53		47.06	73.68		29.41	15.79		17	19	
<b>3</b>	9.52	5.26		52.38	47.37		38.10	47.37		21	19	
<b>4</b>	4.55	0.00		63.64	76.92		31.82	23.08		22	13	
<b>5</b>	7.41	15.00		59.26	55.00		33.33	30.00		27	20	
<b>All Grades</b>	9.45	13.10		57.48	58.33		33.07	28.57		127	84	

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
<b>K</b>	33.33			38.10			28.57			21		
<b>1</b>	0.00	7.69		47.37	92.31		52.63	0.00		19	13	
<b>2</b>	0.00	15.79		64.71	63.16		35.29	21.05		17	19	
<b>3</b>	9.52	5.26		66.67	73.68		23.81	21.05		21	19	
<b>4</b>	13.64	0.00		72.73	92.31		13.64	7.69		22	13	
<b>5</b>	3.70	25.00		74.07	70.00		22.22	5.00		27	20	
<b>All Grades</b>	10.24	11.90		61.42	76.19		28.35	11.90		127	84	

**Conclusions based on this data:**

The data shows that the trend of reclassifying more students each year continues. McAuliffe has significantly decreased the amount of students who must take the ELPAC.

Despite the decrease in students taking the ELPAC test, McAuliffe students are not performing as well as the previous years in virtually every category. In turn, students at the beginning level are higher than ever before.

The McAuliffe staff plans to create a plan to identify EL's in the classroom early, provide differentiated instruction and interventions, and implement designated and integrated ELD instruction. In addition, we plan on hosting an ELPAC "Boot Camp" to prepare students to take the test. Last year, the ELPAC Boot Camp was a total of 4 weeks. This year, we plan on holding the ELPAC Boot Camp for a total of 6 weeks. We also plan on sending McAuliffe staff to CAFE, a conference focused on supporting English Learners, with the intention of learning more evidence-based teaching strategies for EL students.

# 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
<b>534</b>	<b>78.5</b>	<b>25.3</b>	<b>0.7</b>
Total Number of Students enrolled in Christa McAuliffe Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	135	25.3
Foster Youth	4	0.7
Homeless	23	4.3
Socioeconomically Disadvantaged	419	78.5
Students with Disabilities	81	15.2

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.0
American Indian	1	0.2
Asian	4	0.7
Filipino	14	2.6
Hispanic	423	79.2
Two or More Races	22	4.1
Pacific Islander	3	0.6
White	51	9.6

**Conclusions based on this data:**

The student population data indicates Socioeconomically Disadvantaged, English Learners and Hispanic students as significant student groups.

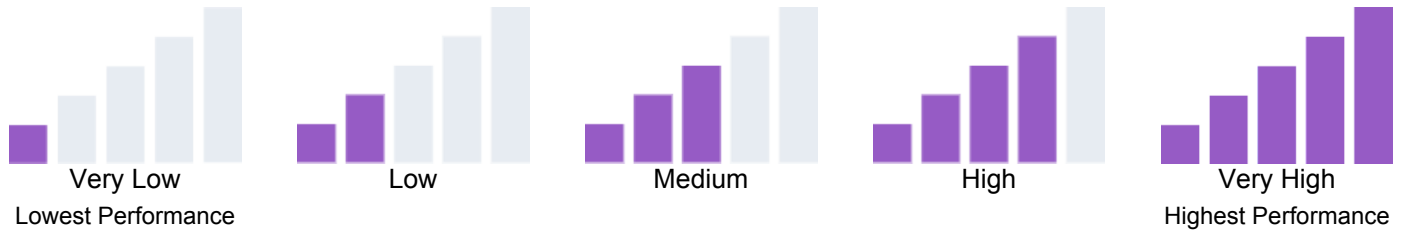
One of the goals for the site is to ensure that all students, regardless of demographics, receive rigorous instruction and opportunities for intervention and enrichment. Based on this data, McAuliffe teachers will focus on strengthening both Integrated and Designated English Language Development (ELD) for English Learners (ELs) throughout the instructional day, while, at the same time, analyzing formative and summative student achievement data for ELs, Socioeconomically Disadvantaged, and Students with Disabilities student groups in order to progress monitor student achievement outcomes, identify underperforming students, and develop targeted, intensive intervention for students not meeting grade-level standards.

# School and Student Performance Data

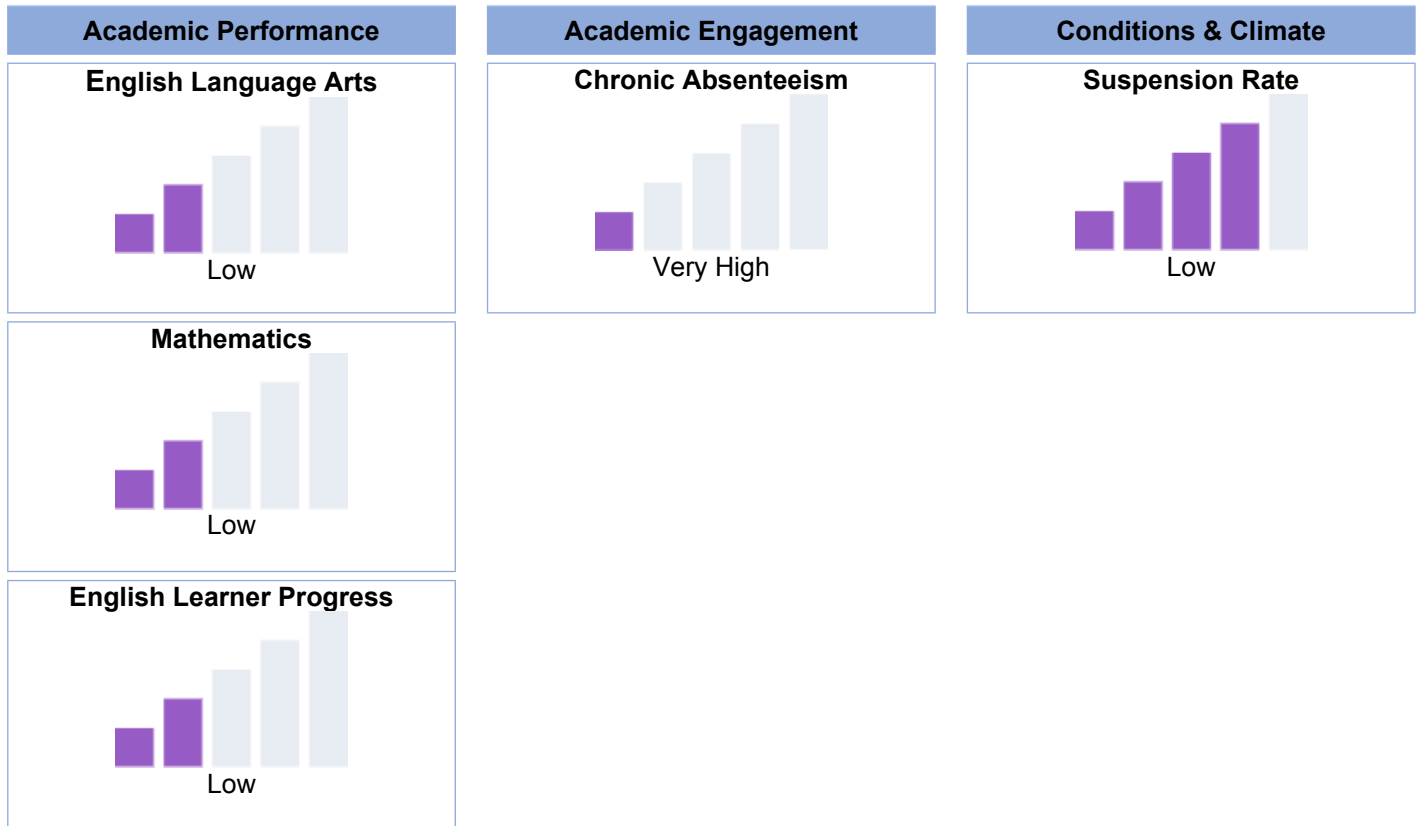
## Overall Performance

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

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



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

Based on the Dashboard Overall Performance, Christa McAuliffe experienced some significant increases academically. While we have increased the percent of students meeting or exceeding the standards in ELA and math, specifically in 3rd and 5th grade, overall the majority of our students are still not meeting grade level standards.

The data indicated continued improvement is much needed in the academic performance for ELA, Math, and English Learner Progress and in Chronic Absenteeism. On the positive side, the school continues to have low suspension rate.

Instruction of English Language Development and the strategies used for ELs will be reviewed to address the needs of EL students. The teachers and administration have discussed strategies to improve including integrated ELD to address the academic needs of English Learners.

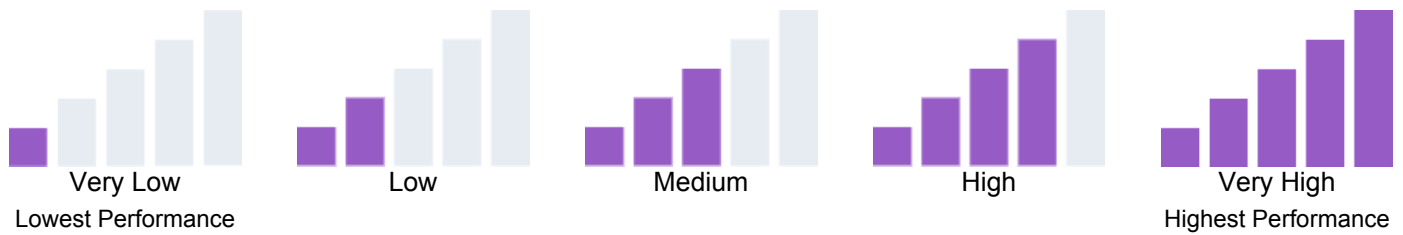
To address the "very high" rate of Chronic Absenteeism we have created a plan to meet with students and families who have a history of chronic absenteeism within the first month of school. The school plans on increasing our efforts in communicating the importance of student attendance in student achievement. Positive reinforcements will also be utilized to motivate students (e.g., Attendance Club with ORC). Chronic absenteeism is a very is also an indicator as identified by ATSI for both white and student with disabilities student groups.

# School and Student Performance Data

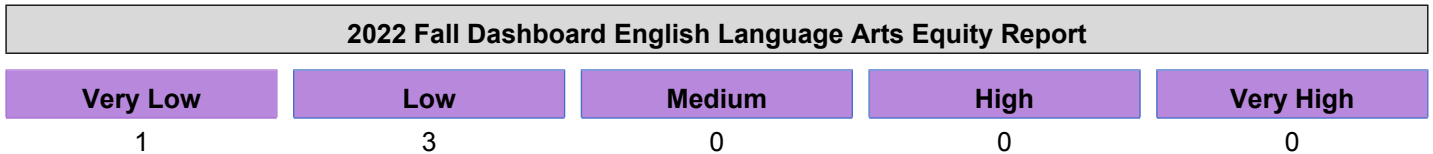
## Academic Performance English Language Arts

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

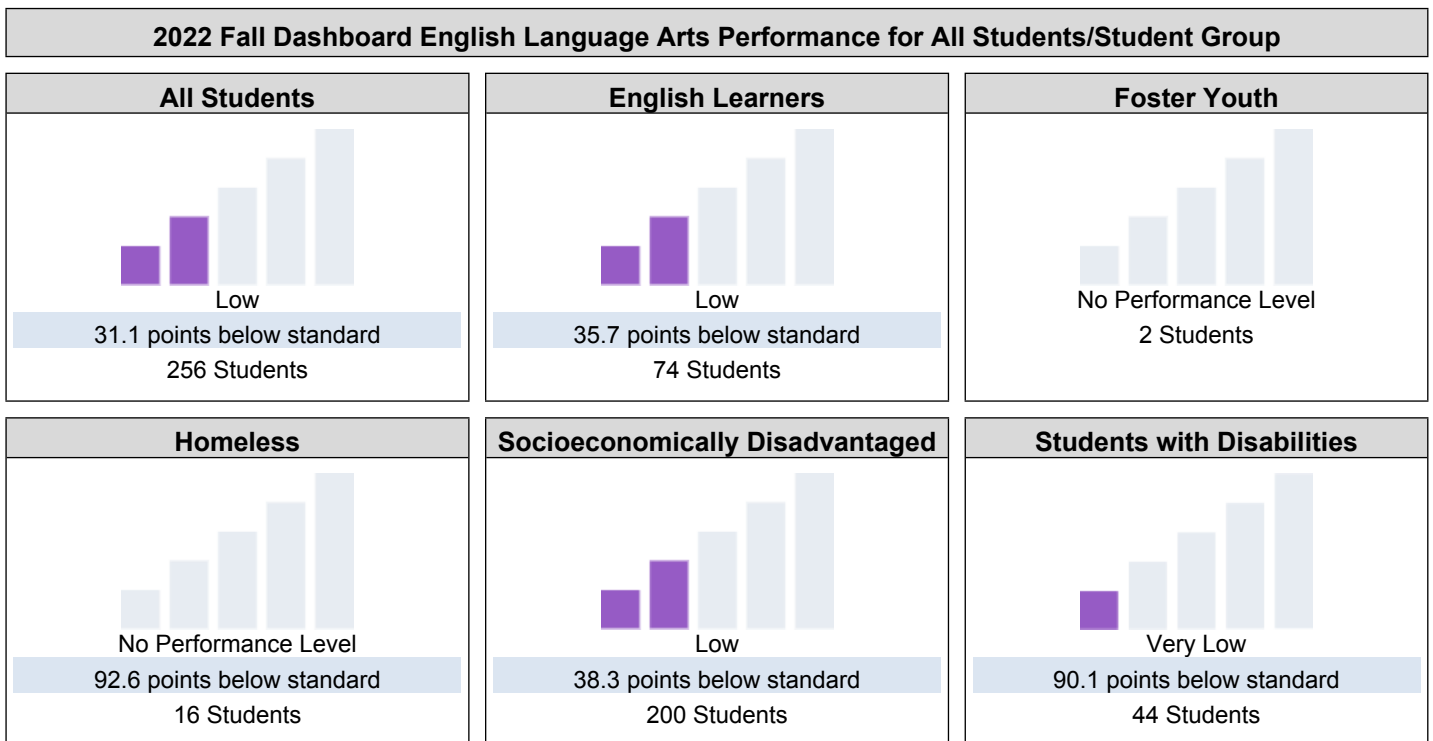
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



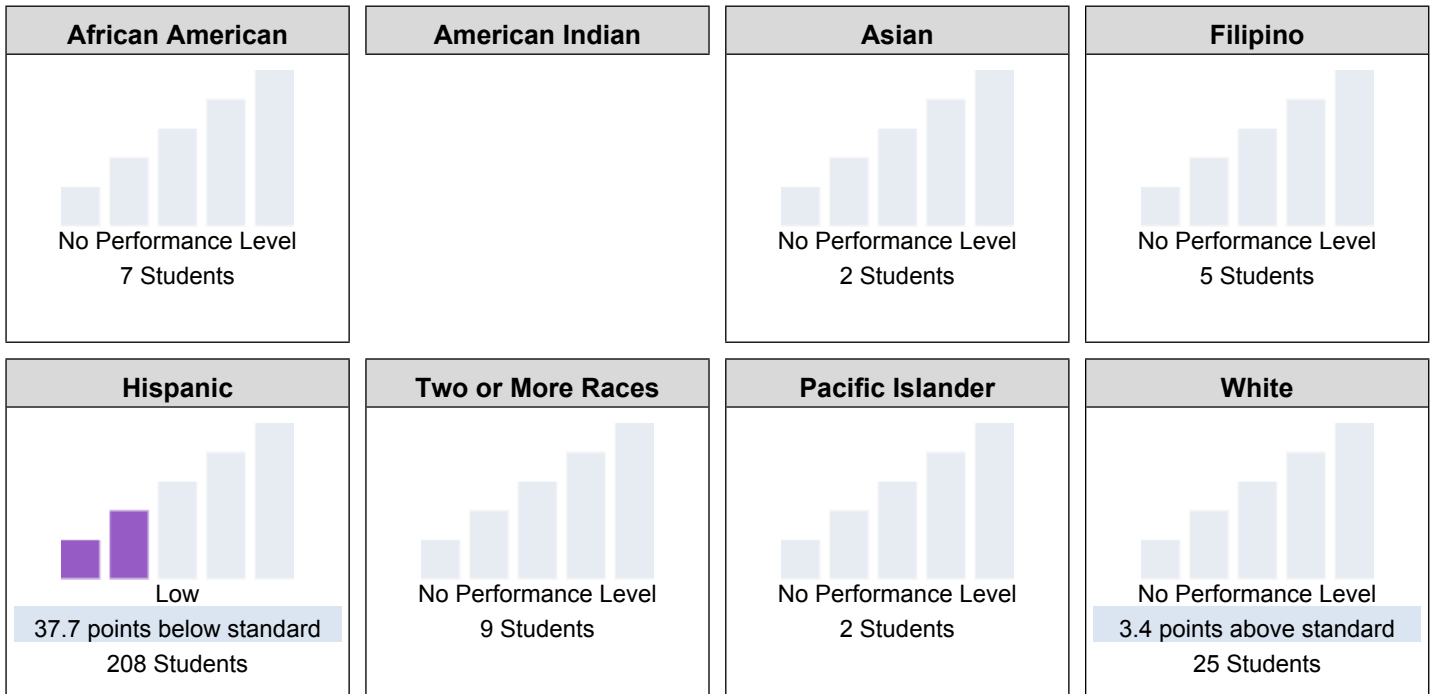
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
69.6 points below standard	34.8 points above standard	29.7 points below standard
50 Students	24 Students	176 Students

#### Conclusions based on this data:

While Hispanic, socio-economically disadvantaged, and English Learners are reflecting a low dashboard rate, Students with Disabilities remains the student group most below standard at 90.1 points below standard. This student group has also been identified by ATSI.

McAuliffe teachers have worked on creating a system to help identify student groups within their classroom and progress monitor each student and each student group. With the dashboard information above, teachers will identify student groups in their classrooms early and provide intervention for the identified groups. We anticipate providing early intervention through a Tier 1 targeted in-class intervention should increase student achievement. We also commit to examining and improving our practices for First Instruction.

Here are some examples of our plan for student groups:

- To increase student achievement for English Learners (who are predominantly Hispanic) in the area of English Language Arts, teachers will provide both Integrated and Designated English Language Development (ELD) to improve English Learners' language proficiency skills.
- For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations.
- For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards, provide immediate feedback, reteach core subject matter based on formative assessment data, provide opportunities for student

collaboration and peer modeling, and promote high expectations for student success on grade-level Common Core State Standards.

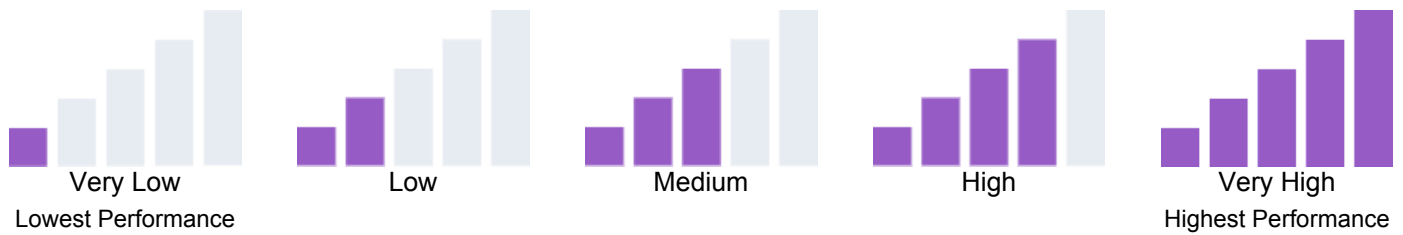


# School and Student Performance Data

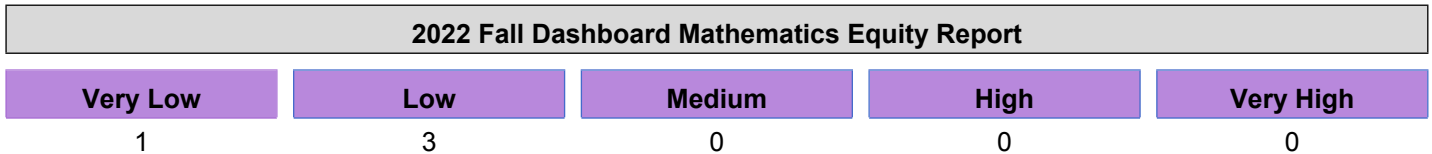
## Academic Performance Mathematics

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

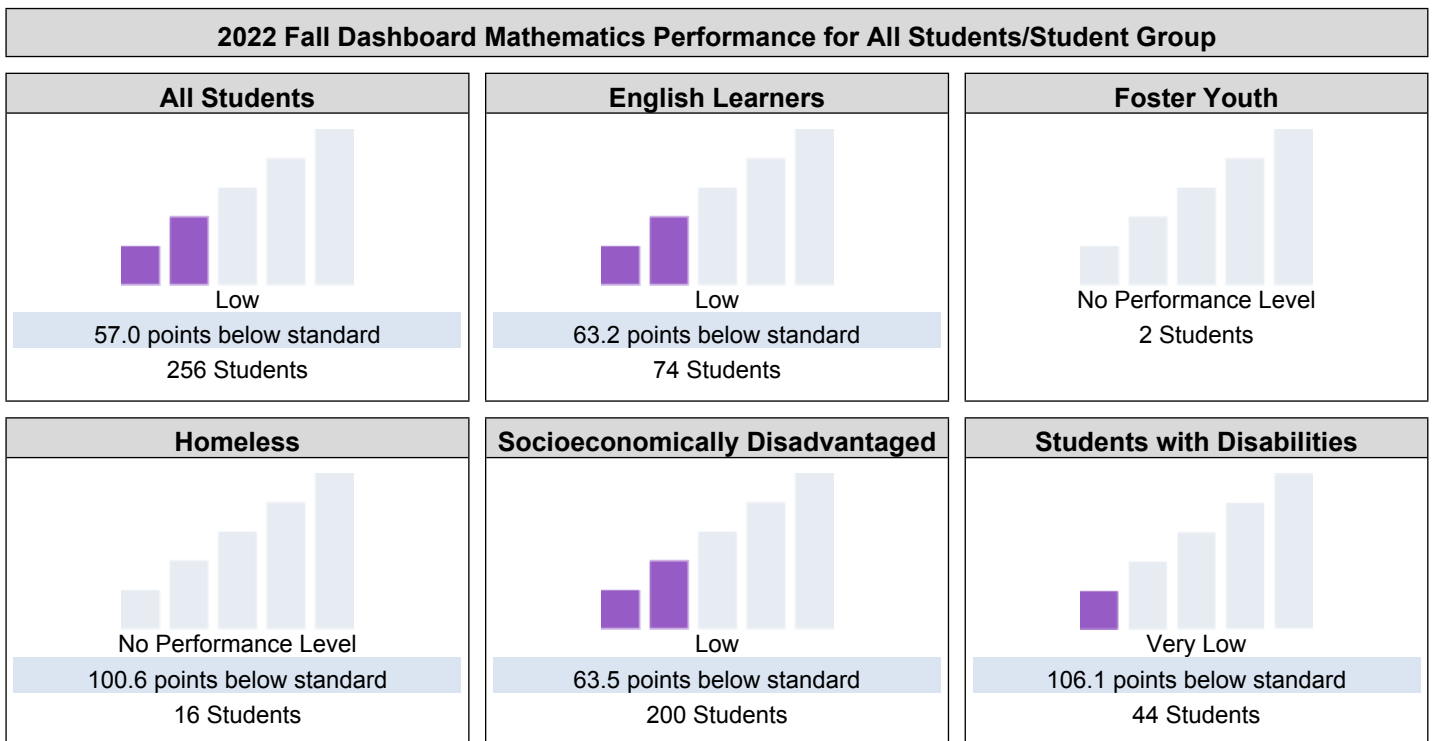
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



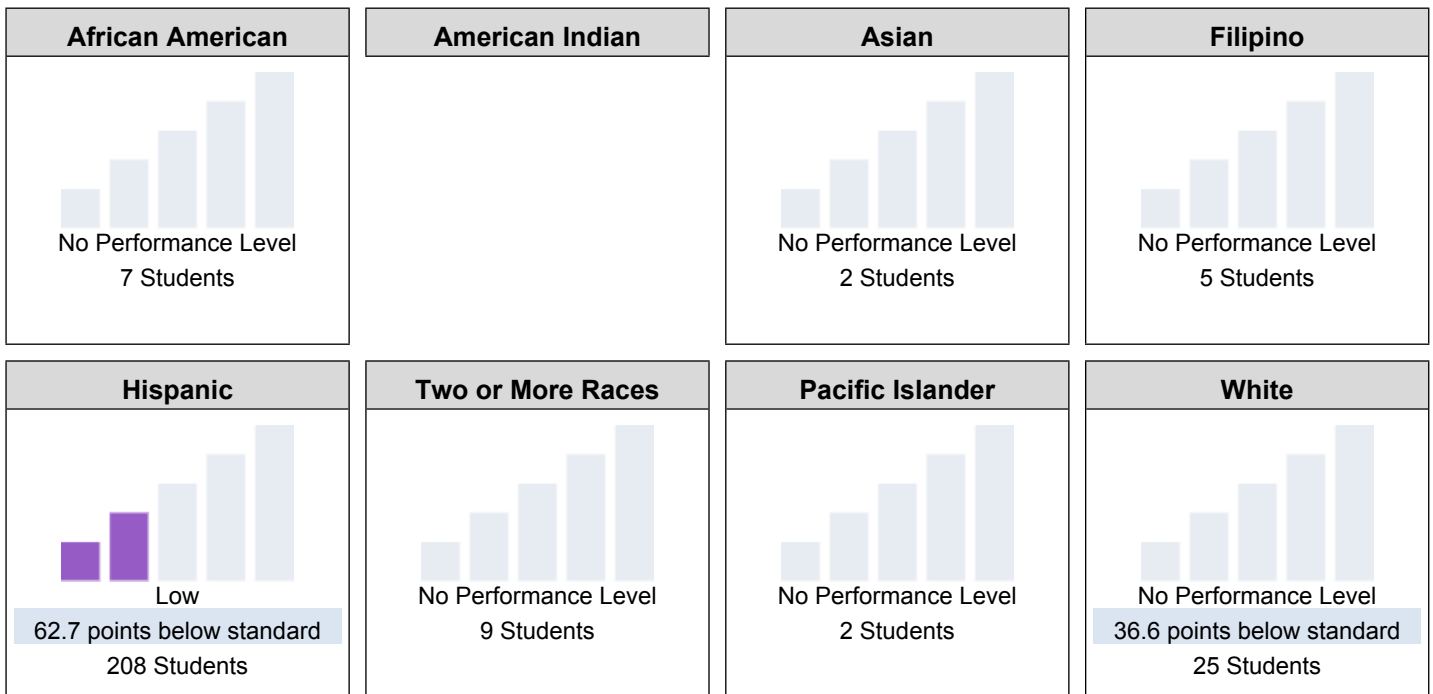
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
83.5 points below standard 50 Students	21.0 points below standard 24 Students	55.7 points below standard 176 Students

### Conclusions based on this data:

While Hispanic, socio-economically disadvantaged, and English Learners are reflecting a low dashboard rate, Students with Disabilities remains the student group most below standard at 106.1 points below standard. This student group has also been identified by ATSI.

McAuliffe teachers have worked on creating a system to help identify student groups within their classroom and progress monitor each student and each student group. With the dashboard information above, teachers will identify student groups in their classrooms early and provide intervention for the identified groups. We anticipate providing early intervention through a Tier 1 targeted in-class intervention should increase student achievement. We also commit to examining and improving our practices for First Instruction.

Here's some examples of our plan for student groups:

- To increase student achievement for English Learners, teachers will provide both Designated and Integrated English Language Development (ELD) to improve English Learners' language proficiency skills, during math instruction.
- For Students with Disabilities, teachers will continue to scaffold standards-based instruction to connect students' prior knowledge and current ability levels to grade-level standard expectations.
- For Socioeconomically Disadvantaged students, teachers will continue to integrate depths of knowledge levels throughout instructional activities to increase rigor within grade-level standards, provide immediate feedback, reteach core subject matter based on formative assessment data, provide opportunities for student

collaboration and peer modeling; and promote high expectations for student success on grade-level Common Core State Standards.

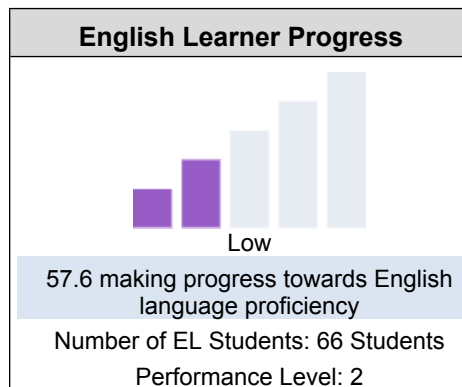
# School and Student Performance Data

## Academic Performance English Learner Progress

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

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

### 2022 Fall Dashboard English Learner Progress Indicator



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

### 2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
18.2%	24.2%	1.5%	56.1%

#### Conclusions based on this data:

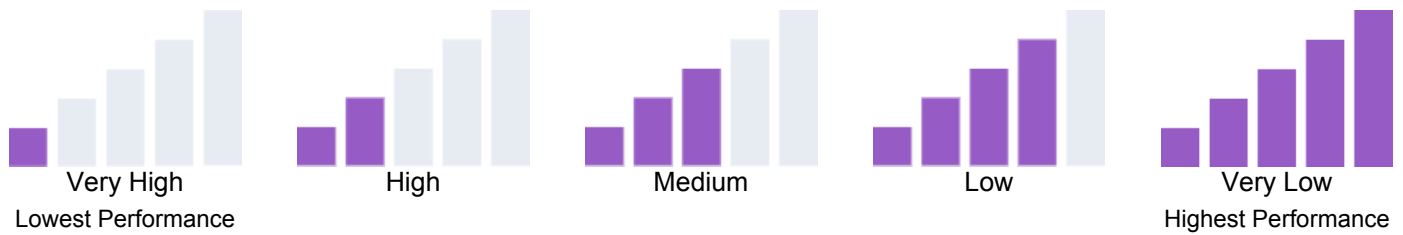
Based on the Dashboard data, English Learner progress is Low. Classroom teachers will continue to strengthen both Integrated and Designated English Language Development (ELD) in order to increase English Learners' language proficiency skills throughout the instructional day. Students will receive 30-45 minutes of daily Designated ELD instruction using district-adopted curriculum materials. ELD teachers will integrate appropriate scaffolding techniques to bridge students' current oral and written language levels in reading, writing, listening and speaking to levels more representative of language proficiency and fluency. Oral and written language supports and scaffolds will also be integrated throughout all core subject areas by classroom teachers in order to enable English Learners to access grade level subject matter.

# School and Student Performance Data

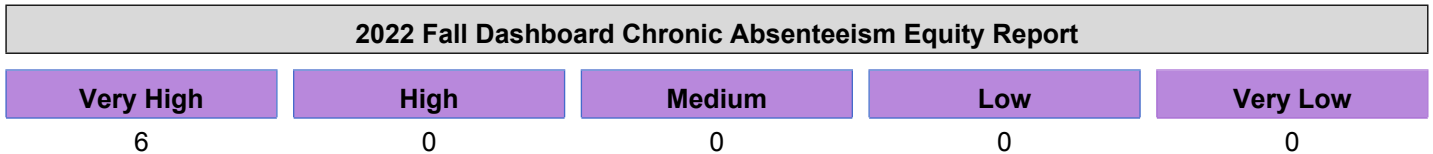
## Academic Engagement Chronic Absenteeism

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

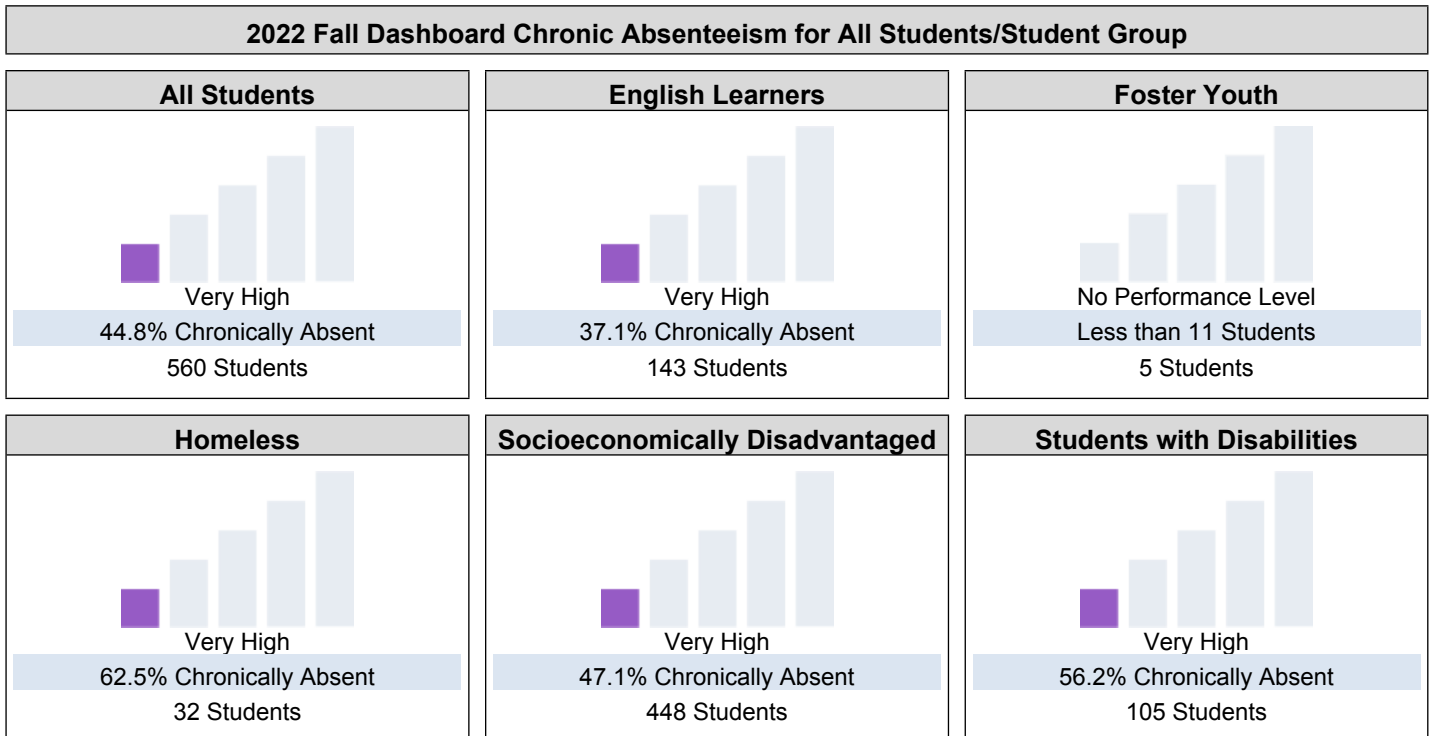
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



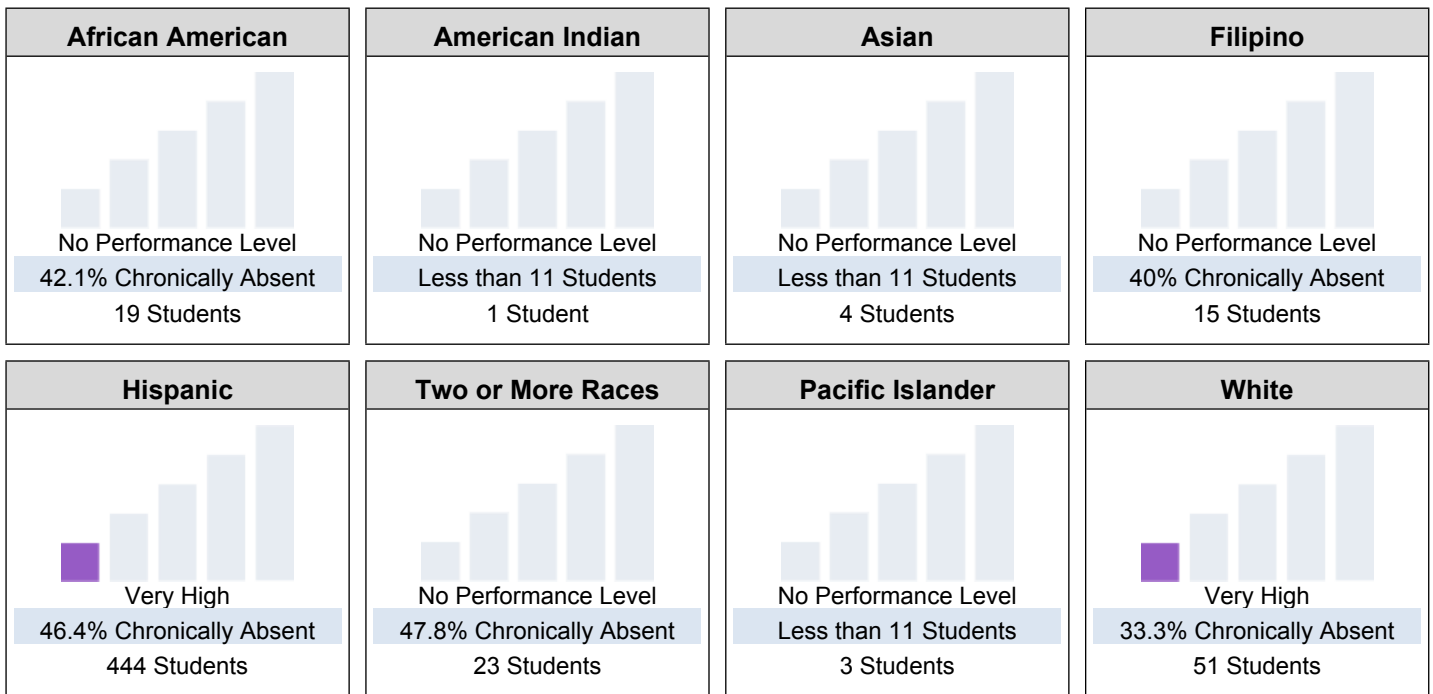
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

All student groups have a very high rate of Chronic Absenteeism. Chronic Absenteeism has been identified by ATSI for White and student with disabilities (SWD) student groups.

Specific strategies to lower chronic absenteeism:

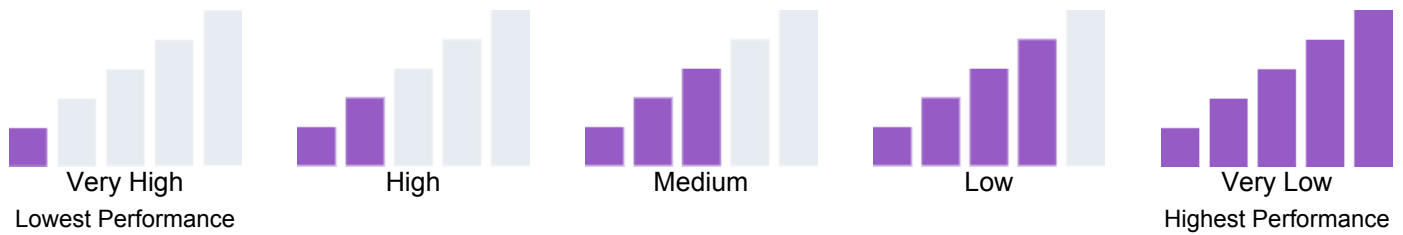
1. Identify students with chronic absenteeism from the year prior and meet with family.
2. Increase communication on information about absences and how to report.
3. Provide information to families from the school nurse that indicates when students can stay home and when they can come to school.
4. Set up a positive reward system (e.g., Attendance Club).
5. The attendance tech will create an easy reporting system for parents to communicate absences.

# School and Student Performance Data

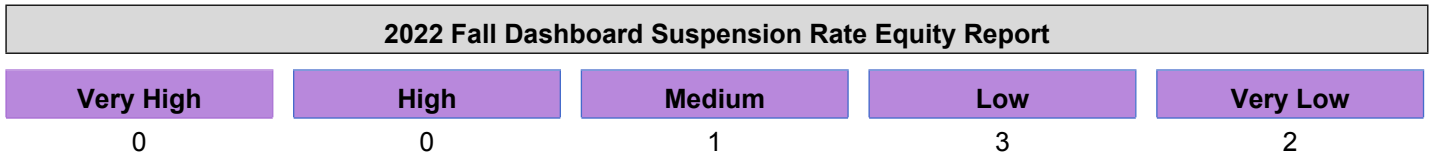
## Conditions & Climate Suspension Rate

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

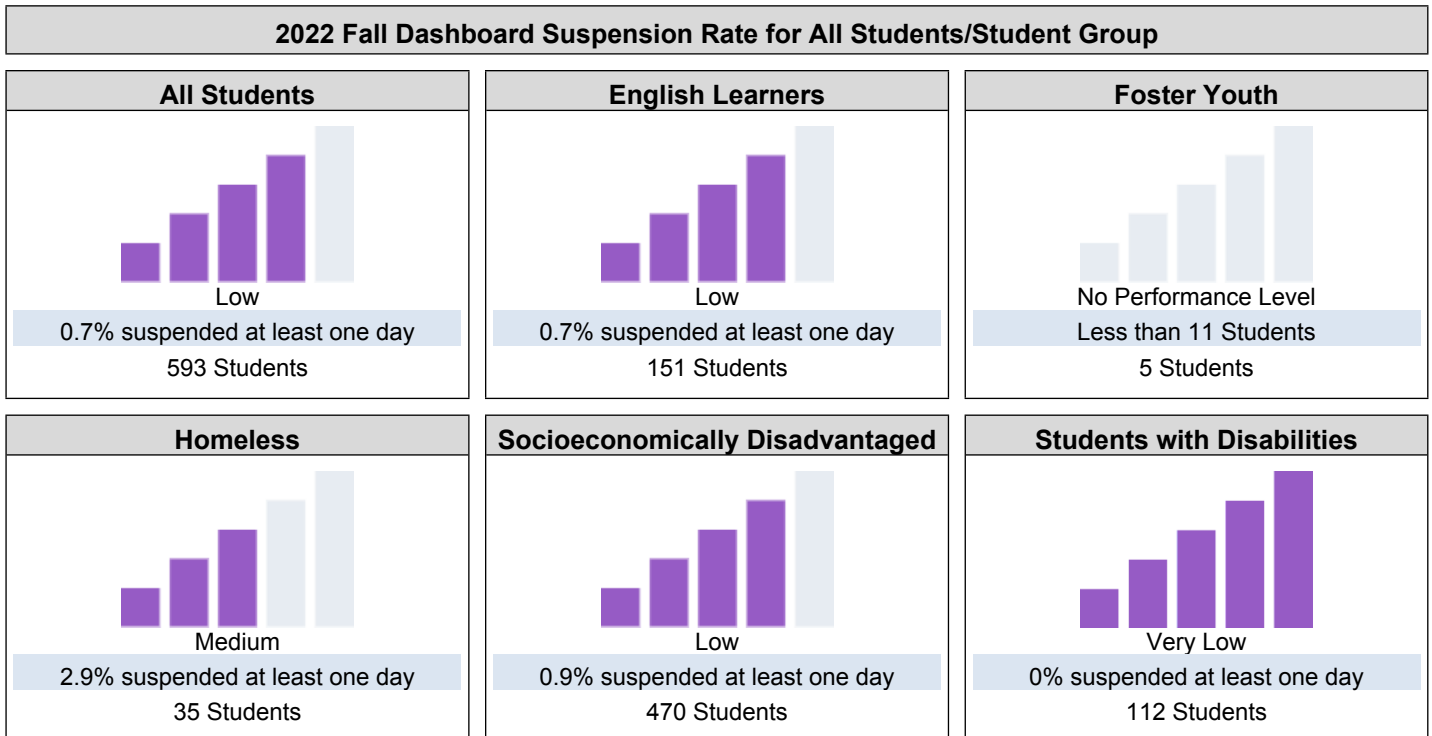
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



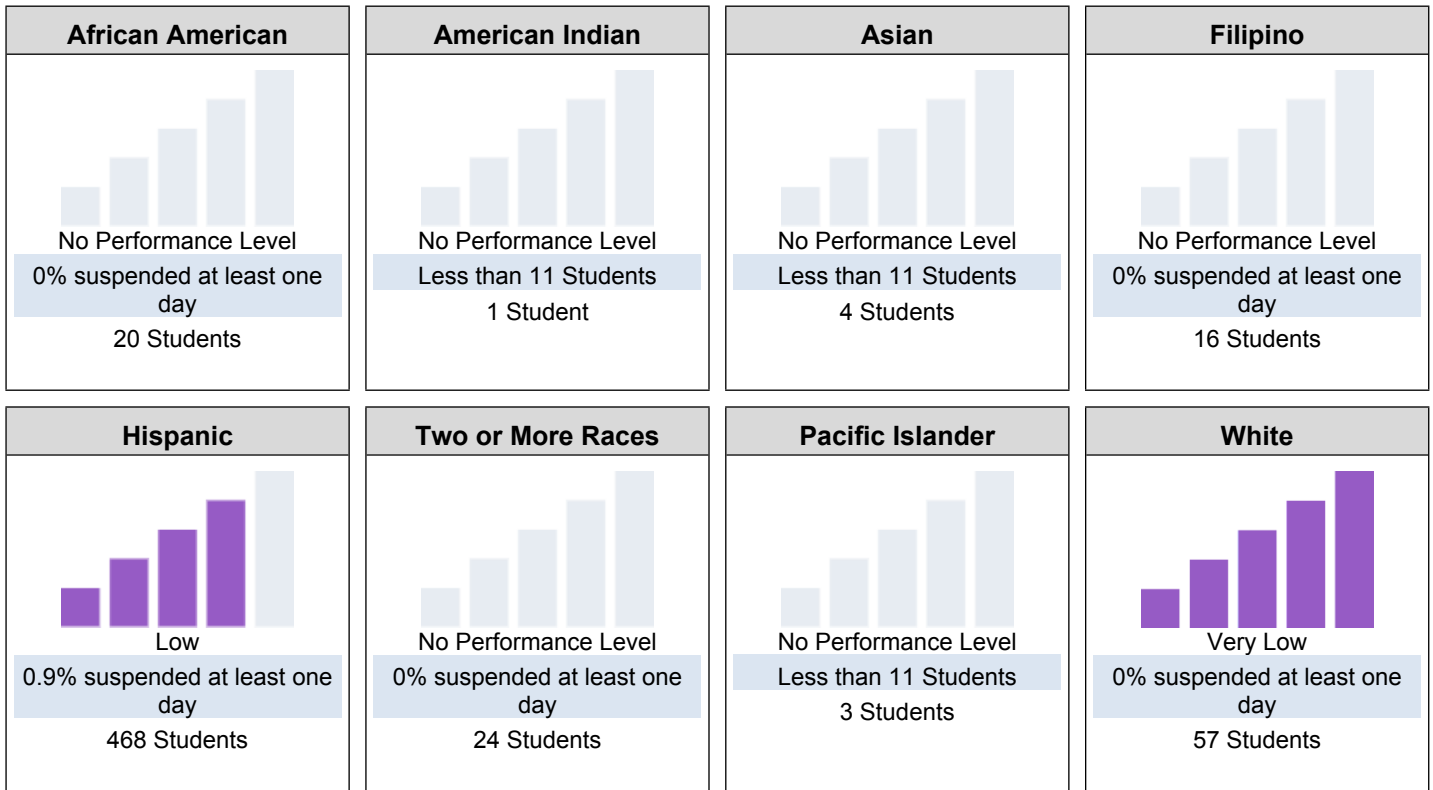
This section provides number of student groups in each level.



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



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**Conclusions based on this data:**

McAuliffe school believes that suspensions don't typically change the behavior of students. In all suspension cases, other means of correction was considered. Due to this theory, suspension rates were low/very low in all categories except homeless student group which had a medium indicator.

The PBIS team will continue its work on creating STOIC and CHAMPS structures around the school including the classrooms, cafeteria, hallways, bathrooms and playground.



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Language Arts and Mathematics

## LEA/LCAP Goal

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

## Goal 1

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

## Identified Need

In the event that the 2021-22 CAASPP ELA and CAASPP Mathematics Assessments are taken the following data will serve as the Metrics/Indicators, Baseline/Actual Outcomes and Expected Outcomes.

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA 2022-23	Percentage Met/Exceeded:  3rd Grade - 40% of students (38 of 96 students)  4th Grade - 24% of students (21 of 87 students)  5th Grade - 46% of students (37 of 81 students)	3rd grade: We anticipate approximately 100 students eligible to take the CAASPP next year as 3rd graders. Based on EOY Star results from 2022-23, this cohort had 35% perform at/above benchmark (23 of 69 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 56% (56 of 100 students).  4th grade: We anticipate approximately 96 students eligible to take the CAASPP next year as 4th graders. Based on CAASPP results from 2022-23, this cohort had 40% Met/Exceed on the CAASPP (38 of 96 students).

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>The expected outcome for the percentage of students scoring Met/Exceeded will be 55% (53 of 96 students).</p> <p>5th grade: We anticipate approximately 87 students eligible to take the CAASPP next year as 5th graders. Based on CAASPP results from 2022-23, this cohort had 24% Met/Exceed on the CAASPP (21 of 87 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 41% (36 of 87 students).</p> <p>Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 5%.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.</p>
CAASPP Math 2022-23	<p>Percentage Met/Exceeded:</p> <p>3rd Grade - 36% of students (35 of 96 students)</p> <p>4th Grade - 26% of students (23 of 87 students)</p> <p>5th Grade - 25% of students (20 of 81 students)</p>	<p>3rd grade: We anticipate approximately 100 students eligible to take the CAASPP next year as 3rd graders. Based on EOY Star results from 2022-23, this cohort had 46% perform at/above benchmark (31 of 69 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 65% (65 of 100 students).</p> <p>4th grade: We anticipate approximately 96 students eligible to take the CAASPP next year as 4th graders. Based on CAASPP results from 22-23, this cohort had 36% Met/Exceed on the CAASPP (35 of 96 students).</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>The expected outcome for the percentage of students scoring Met/Exceeded 52% (50 of 96 students).</p> <p>5th grade: We anticipate approximately 87 students eligible to take the CAASPP next year as 5th graders. Based on CAASPP results from 2022-23, this cohort had 26% Met/Exceed on the CAASPP (23 of 87 students). The expected outcome for the percentage of students scoring Met/Exceeded will be 44% (38 of 87).</p> <p>Students identified as not having met or nearly meeting the standard for CAASPP will decrease by 5%.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on the CAASPP.</p>
<p>STAR Reading and Early Literacy End of Year 22-23</p>	<p>Kindergarten - 1st: Percentage of students achieving At/Above benchmark on STAR Early Literacy Assessment</p> <p>Kindergarten - 70% of students (48 of 69 students)</p> <p>1st Grade - 64% of students(27 of 45 students)</p> <p>1st - 5th: Percentage of students achieving CAASPP benchmark on STAR Reading</p> <p>1st Grade - 62% of students who qualified to take Star Reading (24 of 45 students)</p> <p>2nd Grade - 35% of students (23 of 69 students)</p>	<p>As measured by the Star Early Literacy, the percentage of students scoring At/Above Benchmark by end of year 2023-24 will increase to:</p> <p>Kindergarten - 85% by June 2024 (59 of 69 students).</p> <p>1st Grade - 84% by June 2024 (58 of 69 students)</p> <p>As measured by Star Reading, the percentage of students scoring At/Above Benchmark by end of year 2023-24 will increase to:</p> <p>2nd grade - 75% (34 of 45 students)</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>3rd Grade - 36% of students (33 of 95 students)</p> <p>4th Grade - 28% of students (23 of 84 students)</p> <p>5th Grade - 51% of students (39 of 79 students)</p>	<p>3rd grade - 43% (43 of 100 students)</p> <p>4th grade - 51% (48 of 95 students)</p> <p>5th grade - 45% (38 of 84 students)</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on Star by the End of Year administration.</p>
<p>Kindergarten: Site Assessment for Math</p> <p>1st-5th - STAR Math End of Year 22-23</p>	<p>Kindergarten - 80% of students can count to 100, read, write and represent numbers to 20, add and subtract fluently to 5, and use math manipulatives/pictures to add and subtract to 10.</p> <p>1st - 5th - Percentage of students achieving At/Above on STAR Math (CAASPP benchmark):</p> <p>1st Grade - 52% of students (22 of 45 students)</p> <p>2nd Grade - 46% of students (31 of 69 students)</p> <p>3rd Grade - 36% of students (32 of 95 students)</p> <p>4th Grade - 29% of students (24 of 84 students)</p> <p>5th Grade - 32% of students (23 of 79 students)</p>	<p>Kindergarten - As measured by a teacher-generated assessments for End of Year 23-24, 90% of students will be able to count to 100, read, write and represent numbers to 20, add and subtract fluently to 5, and use math manipulatives/pictures to add and subtract to 10.</p> <p>As measured by Star Math, the percentage of students scoring At/Above Benchmark by end of year 2023-24 will increase to:</p> <p>1st Grade -75% (52 of 69 students)</p> <p>2nd grade - 71% (32 of 45 students)</p> <p>3rd grade - 66% (66 of 100 students)</p> <p>4th grade - 49% (47 of 95 students)</p> <p>5th grade - 46% (39 of 84 students)</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		on Star by the End of Year administration.
English Learners Reclassification Rate	In 2022-23, 13 students were designated as Reclassified Fluent English Proficient following the district's reclassification procedures.	Increase the amount of students who are Reclassified Fluent English Proficient based on district reclassification procedures 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

English Language-Arts:  
Implementation of District adopted ELA curriculum (Wonders) as aligned with CCSS.

Ensure the appropriate time for instruction at each grade level through monitoring daily classroom schedules and observations. Observations documented and data tracked through "Observation and Feedback" process.

Materials and supplies will be purchased to support and supplement the core instructional program. Materials and Supplies may include, but are not limited to:

- The Reading Project (funds to build classroom libraries and 3 sub days a year)
- Hunks and Chunks- a Phonics program where students use chants, movement and visual cues to identify letter names, sounds, and rhyme patterns.
- Phonics for Reading
- Reading Horizons

#### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 District Adopted Materials
3000	LCFF

	1000-1999: Certificated Personnel Salaries Subs for PD on Reading Project
3000	LCFF 4000-4999: Books And Supplies Warehouse Charges
7000	LCFF 4000-4999: Books And Supplies Instructional Supplies and Supplemental Materials
1000	LCFF 5000-5999: Services And Other Operating Expenditures Graphics and Publications

## 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

Writing:

- Provide grade 1-5 with Writing Journal of the Week for each student.
- Provide time to analyze data from writing assessments, and map out writing plan to re-teach and plan for next writing assessment

Ensure the appropriate time for instruction at each grade level through monitoring daily classroom schedules and observations. Observations documented and data tracked through "Observation and Feedback" process.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Title I 1000-1999: Certificated Personnel Salaries Grade level PLC time to map out writing plan
4000	Title I 4000-4999: Books And Supplies Supplemental Materials (Writing Journal of the Week)

## 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

Math:

Implementation of District adopted Math curriculum (MyMath) as aligned with CCSS.

Ensure the appropriate time for instruction at each grade level through monitoring daily classroom schedules and observations. Observations documented and data tracked through "Observation and Feedback" process.

Materials and supplies will be purchased to support and supplement the core instructional program. Materials, supplies and PD include, but are not limited to:

- Engage New York
- Counting Collections
- Mathematical Mindset
- Maths PD from District Math Manager
- ST Math PD
- Math journals
- Number Sense 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 District Adopted Materials
2000	LCFF 4000-4999: Books And Supplies Warehouse Charges
7000	LCFF 4000-4999: Books And Supplies Instructional Supplies and Supplemental Materials
1000	LCFF 5000-5999: Services And Other Operating Expenditures Graphics and Publications
	District Funded Subs for Counting Collections PD

## 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

Social Studies:

Implementation of newly adopted History-Social Science curriculum based on new standards released in 2017.

Ensure the appropriate time for instruction at each grade level through monitoring daily classroom schedules and observations. Observations documented and data tracked through "Observation and Feedback" process.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

Curriculum and Materials for new H-SS curriculum

## 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

Science:

Implementation of District adopted Science curriculum (Twig Science) as aligned with NGSS.

Ensure the appropriate time for instruction at each grade level through monitoring daily classroom schedules and observations. Observations documented and data tracked through "Observation and Feedback" process.

MakerSpace Science Lab implemented for students to access the NGSS curriculum in a hands-on project based learning. Makerspace lab includes materials, training, and PD school-wide.

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



**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Twig curriculum and materials
2000	LCFF 4000-4999: Books And Supplies Supplemental materials
	ELOP 5000-5999: Services And Other Operating Expenditures MakerSpace Training and PD
	ELOP 4000-4999: Books And Supplies MakerSpace Materials

**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**

English Language Development:

Implement the District Master Plan for English Learners.  
 Ensure implementation of McGraw-Hill ELD Curriculum through designated and integrated ELD instruction.  
 Students placed in ELPAC proficiency leveled groups for ELD and provide instruction and intervention based on language goals.  
 Use data to target the specific educational needs of EL students and provide appropriate support and/or intervention.  
 Provide time, through staff development and release time for teachers to analyze EL assessments. Develop and review goals that focus on areas of need. Develop grade level block systematic ELD instruction time, 45 minutes for 1st-5th and 30 minutes for Kindergarten.  
 Recognize student Reclassification at an annual celebration.  
 Use District EL TOSAs to provide PD and support of designated and integrated EL instructional time.  
 Three teachers to implement a 5 week intensive after-school tutoring ("Boot Camp") for EL students to lead up to and prepare for taking the ELPAC test.  
 Send 3 McAuliffe staff and parents to CAFE conference.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries District EL TOSA
4000	Title III 1000-1999: Certificated Personnel Salaries 5 week after school tutoring - ELPAC Preparation "Boot Camp" (2 teachers)
250	Title III 4000-4999: Books And Supplies Reclassification Awards and Celebration
	District Funded  ELD Curriculum and Materials
200	Title III 4000-4999: Books And Supplies Supplemental Materials to Support ELPAC boot camp
5735	Title III 5000-5999: Services And Other Operating Expenditures CABE participation

## 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 (from low-performing students to GATE students)

### Strategy/Activity

Teacher collaboration, observations and data analysis will occur in order to best address the needs of all students and maintain a Professional Learning Community. The primary focus of the PLC's is the Cycle of Inquiry (Analyze the evidence, determine a focus, Implement and support, and Analyze the Impact). The data will apply in the classroom as teachers will gain further knowledge on differentiating instruction to challenge low-performing students and GATE students in the same lesson.

This year, Teacher collaboration and planning will take place in the following methods:

1. Student Progress Monitoring Meetings: Teachers meet individually with administrator 4 times a year (after each STAR window). The purpose of the progress monitoring is to analyze individual student data through a Cycle of Inquiry lens. During the conversation, the admin and teacher will look at first instruction practices, lesson design, analyze data, targeted interventions based on student need, and identify students to be in the CST/SST process.

2. Grade level planning days: Teachers will meet with their grade level team and administrator for a 1/2 day, 3 times a year; September, November, and January. The purpose of these planning days is to analyze the data from a class perspective, and use the data to identify student outcomes, standards, claims, and targets.

3. Staff Meeting Tuesdays focused on Common Formative Assessments: Grade levels to meet weekly to identify a standard to be taught for the week, develop an "I can" statement, and a common assessment to administer. Then, the grade levels will analyze the results of the common formative assessment while analyzing re-teaching/enrichment strategies. The common formative assessment results will be compared to STAR test data.

4. Banking days on Wednesdays: Wednesdays are "bank days" and are days where students are released from school 1 hour earlier. Teachers will have extra time to collaborate and plan with a focus on the Cycle of Inquiry.

In addition, the leadership team will meet once a month to plan for the upcoming year and lead their grade level PLC's. The leadership team is focused on data analysis and instruction for their grade levels and 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)
3100	LCFF 1000-1999: Certificated Personnel Salaries Leadership Team Meetings
	District Funded 1000-1999: Certificated Personnel Salaries Tuesday Staff Meetings
2000	LCFF 1000-1999: Certificated Personnel Salaries Subs for Student Progress Monitoring Meetings
3500	LCFF 1000-1999: Certificated Personnel Salaries Subs for Grade Level Planning

### 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

Use the Renaissance Program (Star/Illuminate) as an assessment and data monitoring tool to identify students for intervention placement and leveled-instruction. The assessment will be administered every 6-8 weeks. Student assessment data can be accessed through Illuminate.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded  
5800: Professional/Consulting Services And  
Operating Expenditures  
STAR/Renaissance/Illuminate Assessment  
Software

**Strategy/Activity 9**

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

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

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

All students

Strategy/Activity

Use curriculum assessments and CAASPP Interim Assessment Blocks to determine progress in Reading and Math.  
  
Use writing assessments to determine progress in writing.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded  
4000-4999: Books And Supplies  
Curriculum

**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

Use end of year CAASPP and CAA test results (for SpEd students) to determine if goals were met at the end of the year in ELA, math, and Science (for 5th grade). Use the results to begin the Cycle of Inquiry for the 23-24 school 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 Subs for CAA testing
2000	LCFF 4000-4999: Books And Supplies CAASPP Snacks

### Strategy/Activity 11

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

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

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

All students

#### Strategy/Activity

Staff will input all formative assessments results into Illuminate (OSD Student Data System), evaluate and analyze results and use the information to inform instructional decisions (Cycle of Inquiry).

### Proposed Expenditures for this Strategy/Activity

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

### 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 who are under performing or who are in need of academic and socio-emotional supports, incl student who receive Special Education services.

#### Strategy/Activity

The Multi-Tier System of Supports (MTSS) team will meet 3 times a year, at minimum, to determine if students are progressing, meeting benchmark, if the curriculum is supporting all students, and addressing student needs through tiered supports.

Individual students will be referred to the SST (Student Study Team) to review cases of students who are not making sufficient progress on grade level standards or who are demonstrating a need for behavior and social-emotional support.

Coordinate 504 meetings for students as needed.

Conduct IEP meetings for students who have been assessed or are identified as eligible for Special Education Services.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	Title I 2000-2999: Classified Personnel Salaries ORC Facilitation and Organization of SST Meetings
5000	Title I 1000-1999: Certificated Personnel Salaries Subs for SST meetings
10000	LCFF 1000-1999: Certificated Personnel Salaries IEP Substitutes

**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**

Literacy Intervention Teacher (LIT) will use the Leveled Literacy Intervention (LLI) to provide extra support to students in reading. Students needing support will be identified through the MTSS model. The emphasis will be to provide small group reading instruction to 3rd, 4th, and 5th graders.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 LIT Teacher Salary
	District Funded 4000-4999: Books And Supplies LLI Curriculum

## 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

Interventions before and after school focusing on literacy, numeracy, and English Language Development. Interventions include:

- Morning Math Club
- Morning Homework, Lexia, and ST Math Clubs
- Before School Tutoring- Math and ELA (targeted intervention by teacher/grade level)
- After School Tutoring- Reading and Math (targeted intervention by teacher/grade level)
- After School Tutoring - ELD (ELPAC Boot Camp)

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	ELOP 1000-1999: Certificated Personnel Salaries Teacher Extra Hours
1000	LCFF - Intervention 4000-4999: Books And Supplies Instructional 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.

TK, Kinder, 1st, 2nd Grade Students

### Strategy/Activity

Provide primary grade level (TK-2nd) instructional support through the hiring of 1 "preschool" teacher and 1 paraeducator.

Preschool teacher:



in the TK classroom for the entire school day.

Paraeducator support:

for Kindergarten, will be at least 1.5 hours in the classroom everyday.

for 1st and 2nd grades, will be before and after school in small intervention groups focusing on foundational skills in reading and math.

### **Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

	District Funded 2000-2999: Classified Personnel Salaries "Preschool" teacher salary
	District Funded 2000-2999: Classified Personnel Salaries Paraeducator salary

### **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.

Special Education Students

#### **Strategy/Activity**

Students receiving Special Education pull-out services are being supported by a Resource Specialist and a Speech and Language Therapist. Other providers that support based on student need include an Occupational Therapist, and a Physical Therapist.

We have 4 Special Day Classes (Moderate-Severe) with at least 2 classroom paraeducators in each classroom. SDC classes implement the Unique curriculum which is a research-based standardized curriculum designed for special education students.

We have 2 Therapeutic Learning Classes with at least 2 classroom paraeducators in each classroom. Materials and a positive reward system will be purchased to support the TLC classes especially for social-emotional regulation. Students in the TLC class are expected to learn grade-level standards, take the STAR test, and use district apps on iPads to support learning.

### **Proposed Expenditures for this Strategy/Activity**

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



Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies TLC Class - Materials
	District Funded 1000-1999: Certificated Personnel Salaries Salaries for: RSP Teacher, SLP, Occupational Therapist, Physical Therapist
	District Funded 2000-2999: Classified Personnel Salaries Salaries for classroom paraeducators- special education
	District Funded 4000-4999: Books And Supplies Unique Curriculum
2000	LCFF 4000-4999: Books And Supplies TLC Class- Positive Rewards

## 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 Accelerated Reader Program to support reading comprehension and fluency at students' reading levels.

Use AR program as an assessment tool for identifying students in need of intervention.

Recognize students' growth and accomplishments in reading using the AR program.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Accelerated Reader Program
1000	LCFF 4000-4999: Books And Supplies

	Student Recognition
1000	LCFF 4000-4999: Books And Supplies AR Store - Incentives

## 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

Use digital applications on the student iPads to support skills in literacy and mathematics. Apps include:

- ST Math
- Lexia
- MyOn

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 ST Math
	District Funded 5800: Professional/Consulting Services And Operating Expenditures Lexia
	District Funded 5800: Professional/Consulting Services And Operating Expenditures MyOn

## 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 (Kindergarten)

Strategy/Activity

Weekly Scholastic Magazine subscription for each classroom to supplement hands-on learning, provide critical thinking prompts, support SEL connections which are standards aligned.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

462

LCFF  
5000-5999: Services And Other Operating Expenditures  
Scholastic Weekly Subscription

**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

STEAM (Science, Technology, Engineering, Arts, and Math) units to be taught in classes.

STEAM night for families to participate in STEAM stations.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

PTA/PTO  
Materials for STEAM units

PTA/PTO  
Materials for STEAM Night

**Strategy/Activity 21**

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

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

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

All students

Strategy/Activity

SPARK PE curriculum and equipment to be provided for all students to learn structured physical education. Students will be participating in activities to provide a healthy, active lifestyle.

A storage unit is needed to store PE equipment.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 SPARK PE Curriculum and Equipment
2000	LCFF 5000-5999: Services And Other Operating Expenditures Rental of Storage unit

**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**

Repair or replace IT equipment.

District Technology Tech will support by keeping all technology in working condition and advising on new equipment to support student learning.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries District Technology Technician
3000	LCFF 4000-4999: Books And Supplies New Technology and Equipment

## Strategy/Activity 23

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

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

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

All students

### Strategy/Activity

Provide first-hand interactive experiences through field trips. Field trips will be provided to students at the beginning of units to provide background and interest in future lessons.

### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

2000

#### Source(s)

LCFF  
5000-5999: Services And Other Operating Expenditures  
Transportation

2740

LCFF  
5000-5999: Services And Other Operating Expenditures  
Field Trip Entrance and Fees

## Strategy/Activity 24

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

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

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

All students

### Strategy/Activity

Student agendas (for grades 2-5) to foster organization skills in 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)

3500

#### Source(s)

LCFF  
4000-4999: Books And Supplies  
Student Agendas

## 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

The After School Program will provide extra academic support after regular school hours and provide enrichment activities through the City of Oxnard.

**Proposed Expenditures for this Strategy/Activity**

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

ASES  
materials for the ASP

**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.

African American Students

Strategy/Activity

African American Speech contest for students to research a prominent African American in history and present/speak with an opportunity to represent their class, school, and district.

District-wide event: Black History Month Celebration held at McAuliffe school

\*While our target audience for the Speech contest as well as the Black History Month celebration are African-American students and families, we are inclusive in inviting ALL students and families to participate in the speech contest as well as the the Black History Month celebration event.

**Proposed Expenditures for this Strategy/Activity**

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

	Black History Month Celebration
	District Funded
	African American speech contest

**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**

Students will participate in the Spelling Bee.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
180	LCFF 4000-4999: Books And Supplies Spelling Bee registration fee

**Strategy/Activity 28**

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

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

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

All Students

**Strategy/Activity**

The district has 2 Conference Style PD days on August 10th and 11th.

McAuliffe's plan is to follow-up with the PD days on SIP day scheduled on August 14th with a "mini-conference style" roundtable for teachers to inform each other the PD attended. In addition, follow-up will be scheduled in staff meetings throughout the year based on teacher interest/need.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded

### Strategy/Activity 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

Use of district TOSA (Teacher on Special Assignment) to provide PD at staff meetings to address, but not limited to, the following topics:

- Standards based pacing guides aligned to student outcomes
- tracking a variety of student data (formative and summative) with an emphasis place on specific student groups.
- 21st century effective EL teaching strategies
- Reading Project

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

### Strategy/Activity 30

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

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

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, classified support to help during special school events (i.e. parent-teacher conferences, meetings, opening/closing of school).

Provide support for translations during meetings such as parent-teacher conferences, parent meetings, after school events.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF  
2000-2999: Classified Personnel Salaries



	Clerical Extra Help
500	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help - Interpretation

### 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.

All Students

#### Strategy/Activity

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

Specialized instructional materials and jobs to be copied by the graphics department.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000	LCFF 5000-5999: Services And Other Operating Expenditures Materials for copy machines (paper, lamination, ink, etc.)
2000	LCFF 4000-4999: Books And Supplies Jobs sent to Graphics
	District Funded 5000-5999: Services And Other Operating Expenditures Copier Contract

### Strategy/Activity 32

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

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

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

All students

#### Strategy/Activity

Provide an Intervention Service Provider to work with students primarily in grades 3-5. The ISP will provide intervention and enrichment to students in small groups in 20-30 minute increments. The

ISP will identify students with the assistance of the general education teacher and use a curriculum provided by the general education teacher.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
20545	Title I 1000-1999: Certificated Personnel Salaries Intervention Service Provider Salary
2000	Title I 4000-4999: Books And Supplies Supplies for intervention

### Strategy/Activity 33

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

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

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

All Students from (low performing to GATE students)

#### Strategy/Activity

Provide enrichment opportunities for students.

Enrichment opportunities include, but not limited to:

- Parker Anderson Enrichment classes after school
- Lego club

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 34

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

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

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

SED, Foster, Homeless

### Strategy/Activity

The ORC to communicate with families to access the curriculum and instruction in an equitable manner. Methods to communicate include; phone calls, home visits, Zoom meetings, parent nights, etc.

Methods to enable SED, Foster, and Homeless families to engage in school activities include providing resources and opportunities such as; hotspots for WiFi service at home, After School Program, tutoring, and enrichment courses.

### Proposed Expenditures for this Strategy/Activity

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

### Strategy/Activity 35

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

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

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

All students

### Strategy/Activity

Provide Professional Development opportunities for staff. PD includes, but is not limited to:

- District Summer PD 2023
- Site SIP Days (Beginning of Year and Fall)
- Leadership Team 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)

District Funded  
1000-1999: Certificated Personnel Salaries  
Teacher Salary

Title I  
1000-1999: Certificated Personnel Salaries  
Leadership Team Extra Help (See Goal 1,  
Activity 7)

### Strategy/Activity 36

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

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

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

ATSI Focus- Students with Disabilities

**Strategy/Activity**

Identified need: ELA and Math support

- targeted early intervention from classroom teacher focusing on identified area of need.
- targeted early intervention from case manager focusing on identified area of need
- for math, opportunity to participate in Math club, if eligible
- participate in any after school tutoring opportunities and after school program.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries salary of classroom teacher, salary of case manager, math club personnel
	ELOP 1000-1999: Certificated Personnel Salaries salary of after school/before school intervention,
	ASES 1000-1999: Certificated Personnel Salaries salary of after school program personnel

**Strategy/Activity 37**

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

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

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

ATSI Focus- White students

**Strategy/Activity**

Identified need: ELA and Math Support

- targeted early intervention from classroom teacher focusing on identified area of need.
- targeted early intervention from case manager focusing on identified area of need
- for math, opportunity to participate in Math club, if eligible
- participate in any after school tutoring opportunities and after school program.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries salary of classroom teacher, salary of case manager, math club personnel
	ELOP 1000-1999: Certificated Personnel Salaries salary of after school/before school intervention,
	ASES 1000-1999: Certificated Personnel Salaries salary of after school program personnel

### Strategy/Activity 38

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

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

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

All students

#### Strategy/Activity

Library/Media Technician (LMT) will ensure all teachers have district adopted curriculum for instruction and will support wide-reading for students.

LMT will provide upkeep fro the school library and promote reading to all students, TK-5, through class visits, library visits, checking out books, and leading the AR program.

LMT to open the library before school and during lunch to promote reading.

LMT to enrich the library with books emphasizing inclusion, diversity, and kindness.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 2000-2999: Classified Personnel Salaries Classified Salaries: Library Media Technician
	District Funded 4000-4999: Books And Supplies

	Books centered around inclusion, diversity, and kindness
5000	Title I 4000-4999: Books And Supplies Books other than textbooks
500	LCFF 2000-2999: Classified Personnel Salaries Salary for LMT extra hours

### Strategy/Activity 39

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

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

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

Strategy/Activity

#### Proposed Expenditures for this Strategy/Activity

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

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.

McAuliffe School will commit to careful planning focusing on first instruction, standards-based lessons, effective first instruction practices, and targeted interventions. Based on the past three school years, with varying degrees of disruption and data collection, our focus will continue to be on ELA and math curriculum to ensure equitable, grade level instruction is happening to help our students progress and meet them where they are academically.

End of year CAASPP data shows that approximately 37% of students are at/above benchmark for ELA. Therefore, more focus is needed on using data to drive instruction and the use of targeted interventions to address learning gaps. Teachers will focus on differentiated lessons, scaffolded instruction, progress monitoring conferences, and data chats. This collaboration will take place during PLC's where teachers will intentionally plan with the Cycle of Inquiry as the focus.

Math is also an area of focus. Based on end of year CAASPP data, approximately 29% of students are at/above benchmark. The math focus will resemble that of the ELA focus with the addition of a growth mindset and using higher order thinking questions that engage students with real-world application.

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 the 22-23 school year and the actual implementation had to do with staffing, particularly for staff that provides targeted intervention. For example, our ISP was hired in February when we intended to have staff in October. Additionally, our LIT teacher was out on leave starting in February. She was unable to provide targeted interventions for the first 4 months of school.

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 metric goals and strategies for this goal relate to the need to address the current learning gaps with students and the significant number of students that are below grade level in reading and math. All data, specifically student proficiency levels in STAR 360 in both ELA and Math, will be reviewed frequently and in-depth using the Cycle of Inquiry. Tier 1 and Tier 2 interventions were placed as strategies to address the need for more intervention for our students to address gaps in reading and math. This next year, teachers will have additional time to plan for collaboration and the sharing of data, sharing best practices after school (early release Wednesdays), meet for planning days at least 3 times over the course of the year, and participate in student progress monitoring meetings 4 times over 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

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

These needs reflect the return of student to in-person learning:

- To continue the work of the PBIS Committee
- To increase positive behavior
- To provide social emotional supports and coping strategies

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance Rate	Average school wide yearly attendance was 90.60% for the 2022-23 school year.	Achieve an annual average attendance rate of 93% or higher in each grade level.  Our overall goal is for our school-wide attendance to increase to 95%.
Referrals to Office	Based on the data from the 2022-23 school year, there were 192 office referrals.	To decrease the total number of office referrals by 10%.
Panorama Student Survey	Students in 3rd-5th grade took the Panorama Survey in the Spring of 2023. The survey has provided us with baseline data in the areas of student SEL competencies and learning supports/environments. The ratings by SEL topic were:	To increase the overall percent by 6% in each category by the Spring of 2024.



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Growth Mindset- 57% Good/Fair Self-Management- 68% Good/Fair Social Awareness- 66% Good/Fair Emotional Regulation- 41% Good/Fair Teacher Student Relationships- 77% Good/Fair Sense of Belonging- 62% Good/Fair	

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

Daily Morning Announcement with the purpose of enhancing a positive school climate and a sense of belonging.

Every morning the principal and nominated students will announce daily information. Information on the morning announcement includes:

- Date/Day
- Weather forecast
- Lunch Menu
- Joke/trivia
- Guide To Success Tip of the Day
- Emphasis on trait of the month/Challenge of the month
- "It's Always a Great Day to be a Challenger!"

#### Proposed Expenditures for this Strategy/Activity

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

Maintain a site Positive Behavior Intervention Support (PBIS) committee to lead school in implementation of a multi-tiered system of support for behavior and social/emotional skill development at all school sites.

The PBIS team will lead in implementing STOIC school-wide which includes common areas, such as bathrooms, cafeteria, and hallways. Cost includes posters to be placed in common areas outlining expectations and parameters for student success.

Classroom staff will fully implement STOIC in all grade levels using all components of the program for Positive Behavior Support.

Establish clear school guidelines and implement throughout campus. In addition, implement school-wide use of KHFOOTY (Keep your hands, feet, and other objects to yourself).

Hold expectations assemblies at the beginning of the year, once per trimester, and throughout the year as necessary.

During morning announcement, include "Guide to Success Tip of the Day" to highlight and remind students of STOIC strategies daily.

### Proposed Expenditures for this Strategy/Activity

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

2000

LCFF - Intervention  
1000-1999: Certificated Personnel Salaries  
PBIS Teachers- extra hours (e.g., meetings)

## 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

Every morning teachers will have a community circle within their classroom with a focus on social-emotional learning. Topics addressed during community circle include (but are not limited to), character traits, focus on the OSD Student Profile, growth mindset, and Guidelines/Expectations.

Curriculum being used is Second Step. The Second Step curriculum helps students build social-emotional skills- like nurturing positive relationships, managing emotions, and setting goals- so students can thrive in school and in life.

**Proposed Expenditures for this Strategy/Activity**

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

**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

School counselor will conduct SEL lessons in class on a monthly basis based on the identified character trait of the month.

School counselor will implement individual or small group counseling. Referrals will be made through teacher recommendations, parent recommendations, or student need.

The counselor will analyze student discipline data monthly to determine support needed. Support may include; school-based counseling, outside agency referrals, and parenting classes.

The counselor will create a daily schedule to include drop-in times where students can visit the counselor unannounced to discuss issues.

The counselor will create a monthly newsletter to send to the community advising families on helpful tips to discuss with their child at home. Topics include, but are not limited to; bullying, reading at home, social media, etc. In addition, the counselor will produce Weekly Wellness Videos for students and the community. Videos will be sent to teachers and posted on social media.

The counselor will utilize Restorative Justice Practices to mediate conflict.

The counselor will lead a leadership group of 4-5th graders focusing on ways to lead the school to academic achievement from the student perspective.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Salary
7000	LCFF - Intervention 4000-4999: Books And Supplies Counseling Materials and Supplies
1513	LCFF - Intervention 1000-1999: Certificated Personnel Salaries Extra Time

**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.

Foster and Homeless Students

**Strategy/Activity**

Outreach Specialist will provide:

- regular communication to families to support and provide access to outside resources
- lists, to teachers, of identified students who require support based on student need
- resources during times of need such as donated Christmas gifts and meals during Thanksgiving
- support through individual or small group counseling with focus on SEL strategies, social skills, positive behavior, and conflict resolution skills, in conjunction with the school counselor.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
500	LCFF - Intervention 2000-2999: Classified Personnel Salaries Classified Extra Help - ORC

## 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

Conduct SST (Student Study Team) meetings to review, within our Multi-Tier System of Supports (MTSS), cases of students who are demonstrating a need for behavior and social-emotional support.

Conduct IEP meetings and 504 meetings to review cases of students who are demonstrating a need for behavior and social-emotional support.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

	Title I 2000-2999: Classified Personnel Salaries Classified Extra Help- ORC Facilitation of Meetings (see goal 1)
	Title I 2000-2999: Classified Personnel Salaries SST Substitutes (see goal 1)
	LCFF 1000-1999: Certificated Personnel Salaries IEP Substitutes (see goal 1)

## 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

Outreach Specialist will support students by:

- providing support, resources, and communication to students who are deemed "chronically absent"
- setting up a positive attendance rewards system by class and by individual for perfect attendance
- organizing an attendance club with reward system for perfect attendance per week
- organizing 3 parenting skills classes based on community need
- providing families access to social services in the community

- produce a bi-weekly "get to know your staff" video to be viewed by students and the community. Videos to be sent via social media and emailed to teachers to be viewed in class.
- working with teachers, students, and families to set up, organize, and facilitate SST meetings
- Advisor to FNLK (Friday Night Live Kids) after school club. The purpose of the club is to teach critical life skills as leadership skills, character development, critical thinking, decision-making, and refusal skills while providing participants with the value of membership and belonging. FNLK builds partnerships for positive and healthy youth development which engage youth as active leaders and resources in their communities.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Outreach Specialist salary
1000	LCFF 2000-2999: Classified Personnel Salaries ORC Extra time
2000	LCFF 4000-4999: Books And Supplies Positive Attendance Recognition

**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**

Students, staff, and parents will participate in the Panorama survey for data collection related to social-emotional health and school climate.

**Proposed Expenditures for this Strategy/Activity**

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

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

**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**

With a focus on Positive Behavior, incentives will be provided to students for:

- attendance (both individual and as a class)
- behavior- (ie. referrals, student contracts)

S.T.A.R. Bucks assembly to be provided every Friday during lunch in the cafeteria. Students earn a S.T.A.R. buck raffle ticket when they are "caught" following the STAR guidelines. Students are given a raffle ticket and the raffle drawing is the end of each week.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

3437

LCFF  
4000-4999: Books And Supplies  
Incentives

**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**

The School Comprehensive Safety Plan Committee Leadership Team will meet monthly and monitor the Comprehensive Safety Plan. Revisions will be made as necessary.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 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

All students and staff will participate in monthly emergency drills and annual earthquake drills:

- drills include practicing for lockdowns, fire, earthquake.
- a school-wide evacuation drill will be conducted annually.
- a student reunification exercise will be conducted in the Spring.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 12

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

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

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

All students

#### Strategy/Activity

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

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

### Strategy/Activity 13

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

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



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

All students

**Strategy/Activity**

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

All Campus Assistants to attend a CHAMPS/STOIC training during the 2023-24 school year.

All Campus Assistants to attend monthly site meetings to discuss supervision responsibilities.

**Proposed Expenditures for this Strategy/Activity**

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 2000-2999: Classified Personnel Salaries Increase time of 4 campus assistants by 30 minutes per day
250	LCFF 2000-2999: Classified Personnel Salaries Classified Extra Help - Time for Campus Assistants to attend training
500	LCFF 2000-2999: Classified Personnel Salaries Classified Extra Help - Time for Campus Assistants to attend monthly site meetings

**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**

With an emphasis on Positive Behavior, provide students with an opportunity to participate in special events including:

- Read Across America- community members come in to classes and read a book
- Kindergarten Promotion
- 5th grade Promotion
- Little/Big Buddies - 4th and 5th graders make weekly visits to TK, Kinder, and 1st grade classes to read books, participate in counting collections, complete holiday art projects, etc.
- Red Ribbon Week - week focusing on promoting a drug-free lifestyle

- Great Kindness Week - students are challenged daily to do an act of kindness
- Monthly Student of the Month assemblies - focusing on the character trait of the month, growth mindset, and academic excellence

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

2000

Source(s)

LCFF  
4000-4999: Books And Supplies  
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.

All Students

Strategy/Activity

The PBIS team will create a recess area that is structured with set activities for students with clear expectations and rules.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

250

Source(s)

LCFF  
4000-4999: Books And Supplies  
Recess Signs, Equipment, supplies

**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

Provide Teacher & Classified SEL Support for staff culture building. Placing an importance on teacher SEL support.

Activities may include:

- celebration of hard work accomplished over the year

- culminating 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)
950	LCFF 4000-4999: Books And Supplies Staff Culture building

**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**

Students to have an opportunity to represent McAuliffe and participate in sports through the City of Oxnard. Sports to include, but are not limited to basketball, soccer, volleyball, cheerleading.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	ELOP None Specified Registration fees, coach salary,

**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 Paraeducators II and III training for implementation of NCI practices for students needing immediate intervention for safety of self and others.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded

### 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.

ATSI Focus- Students with Disabilities

Strategy/Activity

Indicator identified: chronic absenteeism

- early identification of students with a history of chronic absences
- home visit/meeting with family by ORC and administration during first week of school
- place student on a positive attendance system with rewards

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

500

LCFF  
4000-4999: Books And Supplies  
Positive rewards

### 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

Ensure confidentiality of documents and sensitive student information.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

600

LCFF

5800: Professional/Consulting Services And Operating Expenditures  
Contract for Shredding Services

## 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.

ATSI focus- White students

### Strategy/Activity

Indicator identified: chronic absenteeism

- early identification of students with a history of chronic absences
- home visit/meeting with family by ORC and administration during first week of school
- place student on a positive attendance system with rewards

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

LCFF  
4000-4999: Books And Supplies  
positive rewards (see goal 2, strategy 19)

## Strategy/Activity 22

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

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

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

### Strategy/Activity

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

# 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.

The overall number of office referrals increased from 2021-22 to 2022-23. This demonstrates that our need to emphasize expectations in the classroom (CHAMPS), support by our PBIS committee, and focus on counselor-based intervention is needed.

In addition, attendance is a concern overall. Parents have given input and identified confusion as to when students are able to come to school when feeling slightly sick. The administration and ORC are working on sending clear communication to families regarding attendance policies.

According to Panorama data, students increased in their sense of belonging as this may be attributed to the several events on campus including: student of the month assemblies, STEAM night, book fairs, challenge of the months, principal recesses and more.

Highlighting the character trait of the month, supported by our counselor, provided a platform for social-emotional support for students to feel safe at school. These supports will continue with an emphasis on social skills, responsibility, and SEL support in school.

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 the staff who are critical in supporting students from an SEL perspective. Lack of staff support included paraeducator, campus supervisor, counselor, and ORC vacant positions 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. We will continue to address the need. For example, in order to build a positive, safe school environment, and address the great SEL needs, we will continue to modify the Wellness Center for students to receive SEL lessons, counsel students in small groups, and hold restorative conversations.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Parent and Family Engagement

## LEA/LCAP Goal

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

## Goal 3

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

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Coffee with the Principal Participation	For the first meeting in 2022-23, 4 parents attended the first Coffee with the Principal.	Increase parent attendance to an average of 10.
ELAC Sponsored Parent Events Sign-in Sheets	In 2022-23, 5 parents attended the first ELAC meeting.	Increase parent attendance to an average of 10 per meeting.

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

Maintain effective communication with families in the following methods. These communication platforms serve a purpose to promote school-wide events and learning activities.

- Principal Weekly Announcement- calendar of events, notes of appreciation, highlights, news
- Monthly grade level newsletter- outlining standards being taught for the month, SEL focus, upcoming events, and strategies for families to help at home.

- Parent Square
- Social Media
- School Website
- Parent Meetings

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

District Funded  
ParentSquare, School Website

**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**

Gather input from community members for items such as Parent Involvement Policy, School Compact, Site Budget, and SPSA. Important groups seeking input include, but are not limited to: School Site Council, English Learner Advisory Committee, Parent Teacher Association, and Title 1 parent meetings.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

500

Title III  
2000-2999: Classified Personnel Salaries  
Child Care

2500

Title I  
4000-4999: Books And Supplies  
Supplies and materials for meetings

**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

School Counselor will support families regarding behavior and social-emotional issues and by providing parenting classes.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 1000-1999: Certificated Personnel Salaries Counselor salary
500	LCFF 1000-1999: Certificated Personnel Salaries Counselor Extra Help: Parenting Classes

### 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

Outreach Specialist to provide support for parents in the area of attendance and engagement and will host evening events for parents based on need.

### Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Outreach Specialist Salary
500	LCFF - Intervention 2000-2999: Classified Personnel Salaries Extra Help: Outreach Specialist
500	LCFF 4000-4999: Books And Supplies Supplies and Materials for evening events

### 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

Orientation will be offered to incoming parents of TK/K students to discuss expectations, guidelines, and materials provided.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

250

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries

Extra Help: Teacher participation in orientation

#### 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

Host a meeting for families of students transitioning from elementary to middle school. Topics to be addressed in the meeting include:

- AVID recruitment
- Incoming student support program
- SpEd Transition
- A-G Requirements

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

100

Source(s)

LCFF

1000-1999: Certificated Personnel Salaries

Extra Help: Counselor

250

LCFF

2000-2999: Classified Personnel Salaries

Child Care

250

LCFF

4000-4999: Books And Supplies  
Refreshments and supplies

### Strategy/Activity 7

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

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

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

All students

#### Strategy/Activity

The After School Program will provide parents with resources, including, but not limited to:

- nutrition education
- instilling healthy habits
- instilling study habits

#### Proposed Expenditures for this Strategy/Activity

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

### 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.

English Learners

#### Strategy/Activity

Hold reclassification meeting for parents of English learner students who have met district requirements to be Reclassified Fluent English Proficient.

Hold an awards assembly to recognize the students who are RFEP.

#### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

250

Title III

## 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

Provide an opportunity to have families be on campus to support student learning during special events, including;

- Book Fair- families can purchase books from the "store" and a portion of the proceeds go to PTA.
- Back to School Night - Families visit their child's class to understand the expectations of the year and of the classroom. Emphasize standards being taught and student outcomes through the school year.
- STEAM Night- an evening where families can participate in STEAM related activities
- Author's Workshop- an evening where families recognize the writing pieces that their children have created.
- Literacy Night- a night where families learn how to support their child around literacy (reading, writing, speaking).
- Math Night- a night where families learn how to support their child around foundational math skills.
- Monthly assemblies- students being recognized based on their achievement.
- Kinder Reading on the lawn- parents reading with their child in the morning.
- Parent-Teacher conferences- parents meet with the teacher to discuss the child's progress in school.
- Movie Night- families come to school to enjoy a family movie
- Talent Show- students show off their talents in a fun-filled evening
- Bingo Night- families come to enjoy an evening of Bingo and prizes
- Daddy-Daughter Dance- daughters invite their male role model to participate in a dance
- Mother's Day celebration
- Father's day- activity day
- Open House - An Open House night has been added to the district calendar in the spring so families have an additional opportunity to visit their child's school/class

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF  
4000-4999: Books And Supplies  
Materials and supplies for special events

## 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**

Volunteers provided with an opportunity to work in the classroom to support student learning.  
Chaperones to supervise children during field trips and special events.

**Proposed Expenditures for this Strategy/Activity**

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

Chronic Absentees (as identified through ATSI)

**Strategy/Activity**

Target families with a history of Chronic Absenteeism:

- hold an "Attendance Information" evening parent meeting to inform parents of the importance of attendance, procedures to follow if absent, and consequences for unexcused absences
- invite families to attend Coffee with the Principal once a month to inform parents of the importance of attendance, procedures to follow if absent, and consequences for unexcused absences
- share important attendance info at an ELAC meeting
- home visits by counselor, ORC, admin for any families who were not able to attend the "Attendance Information" meeting or Coffee with the Principal

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)

Source(s)

No additional cost

## 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 What to Expect in Middle School/High School and Beyond, Back to School Night, and Parent/Teacher conferences to be involved in their children's education. School meetings were held in a variety of methods (in-person and virtually) for both ELAC and SSC, which allowed parents to be a part of the decision-making process at school and participate in a different capacity. As a result of hybrid meetings, parents were afforded more access to join meetings with their various work and home commitments that previously did not allow them to attend. Families continued receiving hotspots to facilitate meaningful and productive opportunities to participate in their child's education.

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 the staffing who are critical in supporting Parent Engagement. Staff support included: ORC vacancy for the first 3 months of 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 strategies and actions will remain the same this year. Hybrid meetings will allow parents to participate in other locations.

This year, we are looking to add more positive parent engagement activities to embrace the partnership with the community. Examples of the activities can be found in strategy 9.

# Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$54,980.00
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	\$168,312.00

## 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	\$44,045.00
Title III	\$10,935.00

Subtotal of additional federal funds included for this school: \$54,980.00

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	\$100,819.00
LCFF - Intervention	\$12,513.00

Subtotal of state or local funds included for this school: \$113,332.00

Total of federal, state, and/or local funds for this school: \$168,312.00

# 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	44,045.00	0.00
Title III	10,935.00	0.00
LCFF	100,819.00	0.00
LCFF - Intervention	12,513.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
LCFF	100,819.00
LCFF - Intervention	12,513.00
Title I	44,045.00
Title III	10,935.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	22,450.00
2000-2999: Classified Personnel Salaries	LCFF	8,000.00
4000-4999: Books And Supplies	LCFF	57,567.00
5000-5999: Services And Other Operating Expenditures	LCFF	12,202.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	600.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	3,513.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	1,000.00
4000-4999: Books And Supplies	LCFF - Intervention	8,000.00
1000-1999: Certificated Personnel Salaries	Title I	29,545.00



2000-2999: Classified Personnel Salaries	Title I	1,000.00
4000-4999: Books And Supplies	Title I	13,500.00
1000-1999: Certificated Personnel Salaries	Title III	4,000.00
2000-2999: Classified Personnel Salaries	Title III	500.00
4000-4999: Books And Supplies	Title III	700.00
5000-5999: Services And Other Operating Expenditures	Title III	5,735.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	123,212.00
Goal 2	34,500.00
Goal 3	10,600.00

# School Site Council Membership

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

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

Name of Members	Role
Brian Blevins	Principal
Nancy Diaz	Classroom Teacher
Shannon Sanders	Classroom Teacher
Taylor Lumas	Classroom Teacher
Claudia Cortez	Other School Staff
Gary Snyder	Parent or Community Member
Lola Brisco	Parent or Community Member
Valerie Garcia	Parent or Community Member
Allysa Lopez	Parent or Community Member
Randi Friday	Parent or Community Member

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


# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	School Site Council
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 31, 2023.

Attested:

	Principal, Brian Blevins on 6/1/23
	SSC Chairperson, Valerie Garcia on 6/6/23

# 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](mailto: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](mailto: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](mailto:SISO@cde.ca.gov).

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**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](mailto:SISO@cde.ca.gov).

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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