

School Year: **2022-23**



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	June 15, 2022	August 24, 2022

Purpose and Description

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

Schoolwide Program

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

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." While the 2021-2022 school year was a transition year returning from COVID, we plan to hit the ground running for the 2022-2023 school year with a focus on achieving academic excellence. The overall 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 include 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.

The second goal of the SPSA is Social-Emotional Learning, and 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, partake of resources, and support students.

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 are in year 5 of Professional Learning Community training. Teachers collaborate 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) and Literacy Intervention Teacher (LIT). Students at Tier II may be referred to Coordination of Services Team (CST) and/or the Student Success Team (SST). The Multi-Tiered System of Supports (MTSS), which includes CST and SST, 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. 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 earned a Bronze PBIS award for its efforts in creating positive behavior supports in the classroom and we will strive for the silver award by further creating 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 classroom with informal "pop-ins" as well as formal evaluations. The focus of the informal and formal evaluations was to observe the Cycle of Inquiry in action. Feedback was offered from the Principal as to how best to support instruction as it applied to the Cycle of Inquiry.

The observation findings proved that the Cycle of Inquiry was being implemented, but there was room for improvement. Observations proved that teachers are using data to inform their teaching practices. Specifically, there is an inconsistent use of targeted small group instruction. Creating small groups focusing on proper targets 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.

We will continue to use weekly classroom observations and data to progress monitor all students.

Analysis of Current Instructional Program

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

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

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

Standards, Assessment, and Accountability

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

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 meetings are held with staff to discuss and analyze results using the Cycle of Inquiry to inform planning for instruction and development of needed supports.

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

Data is reviewed weekly during PLC meetings. The Cycle of Inquiry is the foundation that guides the discussions in Professional Learning Communities. Each teacher has committed to the Cycle of Inquiry which consists of; analyze the evidence, determine a focus, implement and support, and analyze impact. Focused PLC meetings take place 2-3 times a month and each meeting targets 1 aspect within 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 is to ensure all student needs are met. Topics of progress monitoring meetings 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 which includes District expectations and procedures, training on current curricular materials and programs and tips on classroom management. The district works with the Ventura County Office of Education to provide Induction for new teachers. Professional development is always offered when new materials are adopted. Follow up training is available to continue to support the use of the materials.

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

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

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

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Biliteracy Programs, Special Education, Special Programs, Pupil Services, Educational Technology and Equity and Family and Community Engagement. Site administration also functions as instructional leaders. Our regular school year calendar was revised to include three additional professional development days for all teachers (2 in the summer before school starts and 1 in the fall). Professional development was provided in the following areas: instructional content, planning for DLI instruction, culturally responsive grading and equity, special 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 are in the fifth year of Professional Learning Community (PLC) training. The focus this year is demonstrating high level DOK through writing. The purpose of the PLC time is to improve student achievement through the Cycle of Inquiry using a writing lens. 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). Time is offered on the 2nd, 3rd and 4th Tuesday of the month for PLC's to meet.

Teaching and Learning

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

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

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

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

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

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

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

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

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

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

Opportunity and Equal Educational Access

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

Students identified by a teacher 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. Students are referred to the Coordination of Services Team if they do not make significant progress. This Team reviews and discusses the progress of students and determines if a student is to move forward in the process that can lead to assessment for one or more of the 13 handicapping conditions outlined in the Special Education guidelines. At any time, a parent or other person can request an assessment for Special Education.

Evidence-based educational practices to raise student achievement

The McAuliffe staff is committed to teaching grade level standards through Accelerated Learning, not remediation. The focus of the 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.

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. This includes a beginning of the year Transitional Kindergarten and Kindergarten Orientation where academic and behavior expectations are outlined. Throughout the year, parents are invited to attend Back to School Night and Family nights that emphasize STEAM, Middle School Transition, and college introduction. Parents are asked to attend formal Teacher/Parent Conferences to discuss their child's progress. However, parents are encouraged to inquire about their child's progress by having informal meetings with teachers, requesting IEPs, or requesting to meet with any support staff such as the School Psychologist, Site Counselor, Outreach Coordinator and/or Administrator. In addition, The Outreach Coordinator is planning events such as; kinder reading on the lawn, literacy nights, movie nights, and math night to encourage more parent involvement. PTA continues to support during these events and School Site Council and ELAC have a presence to ensure that stakeholders are listened to.

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 Stakeholders whom we value. These Stakeholders 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 2022 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 will allow purchase of supplies 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.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

A regular part of the creation of the School Plan for Student Achievement (SPSA) is a spring (prior year) evaluation of the goals, strategies, and funding by the Site Leadership team. The results are reported back to the staff by their team representative. For example; the SSC valued funding towards the library. They asked if a total of \$5,000 could be allocated from Title 1 funds for books other than textbooks. The administration and teacher representatives on school site council brought the input back to the Site Leadership and all agreed. The change was made in a final SSC meeting on June 15, 2022.

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 substitute shortage has impacted our instructional program as our teachers have not been able to attend several Professional Development opportunities during the school day. The para educator shortage has impacted our instructional program as well in TK, Kindergarten and all Special Education classes.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0%	0%	%	0	0	
African American	2.37%	1.7%	%	15	10	
Asian	1.74%	1.0%	%	11	6	
Filipino	2.69%	3.2%	%	17	19	
Hispanic/Latino	79.3%	80.1%	%	502	475	
Pacific Islander	0.32%	0.3%	%	2	2	
White	10.9%	9.8%	%	69	58	
Multiple/No Response	2.69%	3.9%	%	17	23	
Total Enrollment				633	593	

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	123	104	
Grade 1	96	100	
Grade 2	100	96	
Grade3	90	94	
Grade 4	111	86	
Grade 5	113	113	
Grade 6			
Grade 7			
Grade 8			
Grade 9			
Grade 10			
Grade 11			
Grade 12			
Total Enrollment	633	593	

Conclusions based on this data:

Based on the Student Enrollment data provided, the ethnic makeup of students at McAuliffe is 80.1% Hispanic; 9.8% White with the remaining percentage a mixture of ethnicities. The percentage of these groups has remained fairly consistent from year to year. Approximately 40% of students enrolled at McAuliffe are Intra/Inter district

transfers or overflowed from their home school. The enrollment for the 2021-22 decreased by 55 students. McAuliffe will continue to monitor the Enrollment data to identify any specific supports needed by subgroup or grade.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	196	149	134	28.1%	23.5%	22.60%
Fluent English Proficient (FEP)	40	48	48	5.7%	7.6%	8.10%
Reclassified Fluent English Proficient (RFEP)	26	47	29	12.8%	24.0%	4.90%

Conclusions based on this data:

Through our Reclassification process, our English Learners are classified as follows: 8.1% Fluent English Proficient; 22.6% are English Learners and 20.1% are Reclassified (RFEP). The data represented shows an increase of students who are identified as Fluent English Proficient from the 18-19 school year to 20-21 school year, yet a decrease of 17 students who were RFEP'd from 19-20 school year to 20-21, which is 3.9% less.

Our goal is to increase the percent of RFEP'd students by 10% to 30.1% for the 21-22 school year. 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.

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
Grade K	44	3	7%	5	11%	4	9%	32	73%	4	816
Grade 1	55	10	18%	6	11%	8	15%	31	56%	4	831
Grade 2	83	27	33%	18	22%	13	16%	25	30%	2	886

Conclusions based on this data:

For the STAR Early Literacy, 81% of Kinder students scored at Levels 3 and 4, while 71% of 1st graders scored at Levels 3 and 4, and 46% of 2nd graders scored at Levels 3 and 4. These 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.

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. In addition, the Level 1 students will work with our LIT teacher as a Tier 2 resource.

These PLC conversations will lead to standards based instruction, best first instruction practices, lesson design to meet needs of all students, and differentiating 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
Grade 2	84	33	39%	19	23%	18	21%	14	17%	2	898
Grade 3	89	42	47%	22	25%	12	13%	13	15%	1	934
Grade 4	86	28	33%	25	29%	16	19%	17	20%	2	1005
Grade 5	77	25	32%	22	29%	23	30%	7	9%	2	1020

Conclusions based on this data:

STAR Reading Data shows that:
 38% of 2nd graders are met/exceeded standard
 28% of 3rd graders are met/exceeded standard
 39% of 4th graders are met/exceeded standard
 39% of 5th graders are met/exceeded standard.

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.

Our focus this year is two fold: we plan on implementing Tier 1 and Tier 2 interventions to support the students at Level 1. Using the data, we plan on implementing targeted in-class interventions focusing on small group instruction as well as using our other resources such as the ISP and LIT teachers to also pull out students and target skills. In addition we plan on targeting students in Level 2 by implementing targeted in-class interventions focusing on small group instruction with the goal of improving them to Level 3.

These PLC conversations will lead to standards based instruction, best first instruction practices, lesson design to meet needs of all students, and differentiating 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
Grade 1	63	17	28%	20	33%	19	32%	4	7%	2	847
Grade 2	77	27	32%	28	33%	25	29%	5	6%	2	907
Grade 3	73	48	57%	17	20%	12	14%	7	8%	1	934
Grade 4	83	22	29%	23	30%	21	28%	10	13%	2	1003
Grade 5	25	45	59%	20	26%	6	8%	5	7%	1	1018

Conclusions based on this data:

STAR Math Data shows that:

- 39% of 1st graders are met/exceeded standard
- 35% of 2nd graders are met/exceeded standard
- 22% of 3rd graders are met/exceeded standard
- 41% of 4th graders are met/exceeded standard.
- 15% of 5th graders are met/exceeded standard

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.

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These PLC conversations will lead to standards based instruction, best first instruction practices, lesson design to meet needs of all students, and differentiating 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		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	127	117		127	115		127	114		100	98.3	
Grade 4	132	121		130	118		130	118		98.5	97.5	
Grade 5	124	137		124	134		124	134		100	97.8	
All Grades	383	375		381	367		381	366		99.5	97.9	

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

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	2407.	2404.		13.39	13.16		25.20	18.42		32.28	38.60		29.13	29.82	
Grade 4	2425.	2448.		14.62	17.80		16.15	22.88		23.08	24.58		46.15	34.75	
Grade 5	2456.	2486.		11.29	17.16		20.97	29.10		22.58	18.66		45.16	35.07	
All Grades	N/A	N/A	N/A	13.12	16.12		20.73	23.77		25.98	26.78		40.16	33.33	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	18.11	16.81		52.76	63.72		29.13	19.47	
Grade 4	15.38	15.25		48.46	51.69		36.15	33.05	
Grade 5	13.71	20.15		45.16	47.76		41.13	32.09	
All Grades	15.75	17.53		48.82	53.97		35.43	28.49	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	12.60	8.85		52.76	53.10		34.65	38.05	
Grade 4	12.31	11.02		39.23	56.78		48.46	32.20	
Grade 5	14.52	14.93		45.16	51.49		40.32	33.58	
All Grades	13.12	11.78		45.67	53.70		41.21	34.52	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	8.66	11.40		70.87	65.79		20.47	22.81	
Grade 4	14.62	13.56		63.08	72.03		22.31	14.41	
Grade 5	6.45	20.15		57.26	53.73		36.29	26.12	
All Grades	9.97	15.30		63.78	63.39		26.25	21.31	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	22.05	20.35		53.54	50.44		24.41	29.20	
Grade 4	16.92	14.41		46.15	53.39		36.92	32.20	
Grade 5	16.13	28.36		40.32	42.54		43.55	29.10	
All Grades	18.37	21.37		46.72	48.49		34.91	30.14	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Conclusions based on this data:

When comparing scores from 18-19 to 21-22, the general pattern is that 4th grade scores improved, while 3rd and 5th grade scores decreased slightly.

With this information, teams will collaborate with the 4th grade team to discuss their effective strategies and what led to their improved scores.

In addition, the data has helped shape our goals for the 22-23 school year. Our focus this year is two fold: we plan on implementing Tier 1 and Tier 2 interventions to support the students at Level 1. Using the data, we plan on implementing targeted in-class interventions focusing on small group instruction as well as using our other resources such as the ISP and LIT teachers to also pull out students and target skills. In addition we plan on targeting students in Level 2 by implementing targeted in-class interventions focusing on small group instruction with the goal of improving them to Level 3.

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		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	127	117		127	113		127	113		100	96.6	
Grade 4	132	121		130	119		129	119		98.5	98.3	
Grade 5	124	137		123	132		123	132		99.2	96.4	
All Grades	383	375		380	364		379	364		99.2	97.1	

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

2019-20 Data:

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2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	2384.	2401.		4.72	7.08		20.47	26.55		26.77	28.32		48.03	38.05	
Grade 4	2413.	2432.		2.33	7.56		7.75	21.01		38.76	27.73		51.16	43.70	
Grade 5	2434.	2448.		6.50	6.82		9.76	11.36		20.33	31.06		63.41	50.76	
All Grades	N/A	N/A	N/A	4.49	7.14		12.66	19.23		28.76	29.12		54.09	44.51	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	10.24	12.50		28.35	37.50		61.42	50.00	
Grade 4	3.88	15.13		27.91	23.53		68.22	61.34	
Grade 5	7.32	7.58		18.70	22.73		73.98	69.70	
All Grades	7.12	11.57		25.07	27.55		67.81	60.88	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

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		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	9.45	18.75		48.03	47.32		42.52	33.93	
Grade 4	5.43	14.29		44.19	42.02		50.39	43.70	
Grade 5	8.13	9.09		38.21	40.15		53.66	50.76	
All Grades	7.65	13.77		43.54	42.98		48.81	43.25	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	21-22	17-18	18-19	21-22	17-18	18-19	21-22
Grade 3	9.45	11.61		51.97	53.57		38.58	34.82	
Grade 4	6.98	15.13		35.66	37.82		57.36	47.06	
Grade 5	7.32	6.06		38.21	44.70		54.47	49.24	
All Grades	7.92	10.74		41.95	45.18		50.13	44.08	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

2020-21 Data:

Districts were given a choice as to administer CAASPP or a local assessment. Oxnard School District chose to administer the local assessment of Star instead of CAASPP

Conclusions based on this data:

When comparing scores from 18-19 to 21-22, the general pattern is that 4th grade scores improved, while 3rd and 5th grade scores decreased slightly.

With this information, teams will collaborate with the 4th grade team to discuss their effective strategies and what led to their improved scores.

In addition, the data has helped shape our goals for the 22-23 school year. Our focus this year is two fold: we plan on implementing Tier 1 and Tier 2 interventions to support the students at Level 1. Using the data, we plan on implementing targeted in-class interventions focusing on small group instruction as well as using our other resources such as the ISP and LIT teachers to also pull out students and target skills. In addition we plan on targeting students in Level 2 by implementing targeted in-class interventions focusing on small group instruction with the goal of improving them to Level 3.



School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1386.2	1426.0	1369.0	1393.7	1439.3	1376.5	1368.4	1394.8	1351.2	31	35	21
1	1478.9	1434.6	1374.7	1478.8	1432.2	1385.5	1478.4	1436.6	1363.6	37	23	19
2	1496.9	1515.5	1414.6	1487.9	1502.9	1425.0	1505.5	1527.6	1403.6	44	36	17
3	1453.4	1487.1	1449.0	1442.4	1478.4	1453.4	1463.9	1495.2	1444.1	33	27	21
4	1483.9	1533.2	1510.4	1473.5	1523.0	1512.2	1493.8	1543.0	1508.0	24	23	22
5	1529.8	1533.5	1512.3	1511.1	1515.5	1510.4	1548.0	1551.1	1513.9	12	15	27
All Grades										181	159	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	20.00	9.52	41.94	40.00	33.33	*	34.29	33.33	*	5.71	23.81	31	35	21
1	64.86	13.04	0.00	*	52.17	47.37	*	21.74	15.79	*	13.04	36.84	37	23	19
2	56.82	38.89	11.76	34.09	38.89	35.29	*	13.89	23.53	*	8.33	29.41	44	36	17
3	*	7.41	19.05	51.52	40.74	23.81	*	44.44	38.10	*	7.41	19.05	33	27	21
4	*	43.48	13.64	45.83	34.78	54.55	*	21.74	22.73	*	0.00	9.09	24	23	22
5	*	13.33	14.81	*	60.00	37.04	*	26.67	37.04		0.00	11.11	12	15	27
All Grades	35.91	23.90	11.81	38.12	42.77	38.58	13.26	27.04	29.13	12.71	6.29	20.47	181	159	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	38.71	25.71	19.05	*	42.86	33.33	*	25.71	19.05	*	5.71	28.57	31	35	21
1	62.16	21.74	26.32	*	47.83	26.32	*	17.39	21.05	*	13.04	26.32	37	23	19
2	68.18	47.22	23.53	*	38.89	29.41	*	5.56	23.53	*	8.33	23.53	44	36	17
3	*	22.22	23.81	*	44.44	28.57	*	22.22	23.81	*	11.11	23.81	33	27	21
4	*	56.52	45.45	*	21.74	36.36	*	21.74	13.64	*	0.00	4.55	24	23	22
5	*	40.00	37.04	*	53.33	40.74		6.67	7.41	*	0.00	14.81	12	15	27
All Grades	46.96	35.22	29.92	28.18	40.88	33.07	10.50	16.98	17.32	14.36	6.92	19.69	181	159	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.86	4.76	*	34.29	19.05	41.94	57.14	47.62	*	5.71	28.57	31	35	21
1	62.16	8.70	0.00	*	43.48	21.05	*	30.43	42.11	*	17.39	36.84	37	23	19
2	54.55	27.78	0.00	29.55	41.67	35.29	*	22.22	29.41	*	8.33	35.29	44	36	17
3	*	0.00	4.76	*	25.93	19.05	39.39	70.37	47.62	*	3.70	28.57	33	27	21
4		17.39	9.09	*	47.83	18.18	*	34.78	54.55	*	0.00	18.18	24	23	22
5	*	13.33	3.70	*	13.33	11.11	*	73.33	66.67		0.00	18.52	12	15	27
All Grades	33.15	11.95	3.94	23.76	35.85	19.69	24.86	45.91	49.61	18.23	6.29	26.77	181	159	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	48.39	20.00	9.52	*	74.29	61.90	*	5.71	28.57	31	35	21
1	75.68	47.83	47.37	*	39.13	26.32	*	13.04	26.32	37	23	19
2	72.73	58.33	29.41	*	38.89	47.06	*	2.78	23.53	44	36	17
3	*	14.81	23.81	54.55	66.67	52.38	*	18.52	23.81	33	27	21
4	*	52.17	45.45	66.67	47.83	50.00	*	0.00	4.55	24	23	22
5	*	13.33	33.33	*	73.33	48.15		13.33	18.52	12	15	27
All Grades	52.49	35.85	31.50	35.36	55.97	48.03	12.15	8.18	20.47	181	159	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	34.29	23.81	45.16	51.43	42.86	*	14.29	33.33	31	35	21
1	59.46	4.35	10.53	*	82.61	47.37	*	13.04	42.11	37	23	19
2	61.36	36.11	23.53	31.82	55.56	47.06	*	8.33	29.41	44	36	17
3	45.45	25.93	42.11	*	62.96	31.58	36.36	11.11	26.32	33	27	19
4	50.00	52.17	52.38	*	39.13	38.10	*	8.70	9.52	24	23	21
5	*	73.33	60.00	*	26.67	30.00	*	0.00	10.00	12	15	20
All Grades	50.83	35.22	35.90	30.39	54.72	39.32	18.78	10.06	24.79	181	159	117

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	2.86	9.52	64.52	91.43	61.90	*	5.71	28.57	31	35	21
1	62.16	26.09	5.26	*	60.87	57.89	*	13.04	36.84	37	23	19
2	65.91	36.11	23.53	25.00	52.78	47.06	*	11.11	29.41	44	36	17
3	*	0.00	9.52	60.61	81.48	52.38	36.36	18.52	38.10	33	27	21
4		4.35	4.55	70.83	82.61	63.64	*	13.04	31.82	24	23	22
5	*	13.33	7.41	*	80.00	59.26		6.67	33.33	12	15	27
All Grades	33.70	14.47	9.45	45.86	74.21	57.48	20.44	11.32	33.07	181	159	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	45.16	28.57	33.33	*	48.57	38.10	*	22.86	28.57	31	35	21
1	43.24	17.39	0.00	45.95	65.22	47.37	*	17.39	52.63	37	23	19
2	47.73	27.78	0.00	45.45	66.67	64.71	*	5.56	35.29	44	36	17
3	*	11.11	9.52	60.61	81.48	66.67	*	7.41	23.81	33	27	21
4	*	39.13	13.64	75.00	60.87	72.73	*	0.00	13.64	24	23	22
5	*	13.33	3.70	*	86.67	74.07		0.00	22.22	12	15	27
All Grades	37.02	23.90	10.24	49.17	66.04	61.42	13.81	10.06	28.35	181	159	127

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

The data shows that the trend continues and McAuliffe has significantly decreased the amount of students that are taking the ELPAC.

Despite the decrease in students taking the ELPAC test, McAuliffe students are not performing as well as 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 and provide differentiated instruction and interventions as needed following the integrated ELD model. In addition, we plan on hosting a ELPAC "boot camp" to prepare students to take the test. Last year, the ELPAC boot camp was a total of 3 weeks. This year, we plan on holding the ELPAC boot camp for a total of 5 weeks.

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 2021-2022	<p>3rd Grade - 22% of students Met or Exceeded on the CAASPP</p> <p>4th Grade - 44% of students Met or Exceeded on the CAASPP</p> <p>5th Grade - 39% of students Met or Exceeded on the CAASPP</p>	<p>3rd-5th: The percentage of students scoring at the Met or Exceeded will increase by 5%. Those who scored at Met or Exceeded will maintain their status on the CAASPP.</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 2021-2022	<p>3rd Grade - 24% of students Met or Exceeded on the CAASPP</p>	<p>3rd - 5th: The percentage of students scoring at the Met or Exceeded will increase by 5%.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4th Grade - 33% of students Met or Exceeded on the CAASPP</p> <p>5th Grade - 11% of students Met or Exceeded on the CAASPP</p>	<p>Those who scored at Met or Exceeded will maintain their status on the CAASPP.</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</p> <p>Kindergarten - 1st: Percentage of students achieving CAASPP benchmark on STAR Early Literacy Assessment</p> <p>2nd - 5th: Percentage of students achieving CAASPP benchmark on STAR Reading</p>	<p>As measured by the Star Early Literacy End of Year 21-22 administration:</p> <p>Kindergarten - 73% of students At or Above Benchmark level</p> <p>1st Grade - 56% of students At or Above Benchmark level</p> <p>As measured by the Star 360 Reading End of Year 21-22 administration:</p> <p>2nd Grade - 38% of students At or Above Benchmark level</p> <p>3rd Grade - 28% of students At or Above Benchmark level</p> <p>4th Grade - 39% of students At or Above Benchmark level</p> <p>5th Grade - 41% of students At or Above Benchmark level</p>	<p>As measured by the Star Early Literacy:</p> <p>Kindergarten - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 78% by June.</p> <p>1st Grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 66% by June.</p> <p>As measured by the Star Reading:</p> <p>2nd grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 43% by June.</p> <p>3rd grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 36% by June.</p> <p>4th grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 44% by June.</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>5th grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 46% by June.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on STAR 360 by the End of Year administration.</p>
<p>STAR 360 Math and Kinder Math Assessment</p> <p>Kindergarten: Site Assessment for Math</p> <p>1st - 5th: Percentage of students achieving CAASPP benchmark on STAR 360 Math</p>	<p>Kindergarten - As measured by a teacher-generated assessments for End of Year 21-22, 76% 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>As measured by the STAR 360 Math End of Year 21-22 administration:</p> <p>1st Grade - 38% of students At or Above Benchmark level</p> <p>2nd Grade - 35% of students At or Above Benchmark level</p> <p>3rd Grade - 23% of students At or Above Benchmark level</p> <p>4th Grade - 42% of students At or Above Benchmark level</p> <p>5th Grade - 15% of students At or Above Benchmark level</p>	<p>Kindergarten - As measured by a teacher-generated assessments for End of Year 22-23, 81% 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 the STAR 360:</p> <p>1st Grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 43% by June.</p> <p>2nd grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 40% by June.</p> <p>3rd grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 28% by June.</p> <p>4th grade - the percentage of students scoring At or Above Benchmark by end of year</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		<p>2022-23 will increase to 47% by June.</p> <p>5th grade - the percentage of students scoring At or Above Benchmark by end of year 2022-23 will increase to 20% by June.</p> <p>All students identified in a subgroup (Foster Youth, SED, or EL) will increase one level on STAR 360 by the End of Year administration.</p>
English Learners Reclassification Rate	In 2021-22, 9 students were 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.

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

- Hunks and Chunks
- Easy Phonics
- 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 4000-4999: Books And Supplies Warehouse Charges
6000	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 planning time for grade levels to write and map out a writing plan per trimester, per genre.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
7545	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

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.

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

Materials, supplies and PD include, but not limited to:

- Engage New York
- Mathematical Mindset
- Maths PD from Math Manager- Julie Prater
- 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
6000	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 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:

Subscription to Studies Weekly periodical. A weekly subscription focused on Social Studies from 2nd-5th grade. The focus of the subscription is CCSS-based and culturally relevant, equity based.

Piloting of History-Social Science curriculum based on new standards released in 2017. Currently, 4 McAuliffe teachers have joined this piloting team to be fully implemented school-wide in 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 Curriculum and Materials for piloting new H-SS curriculum
3200	LCFF 5000-5999: Services And Other Operating Expenditures Studies Weekly Subscription
1000	LCFF 4000-4999: Books And Supplies Supplemental Materials

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.

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

- Mystery Science

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	District Funded 4000-4999: Books And Supplies Twig curriculum and materials
1000	LCFF 4000-4999: Books And Supplies Supplemental 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 direct and embedded ELD instruction. Content area instruction will be supported through SIOP strategies.
 Students placed in ELPAC proficiency leveled groups for ELD and provide instruction and intervention based on language goals.
 Use data to target the specific educational needs of EL students and provide appropriate support and/or intervention.
 Provide time, through staff development and release time for teachers to analyze EL assessments. Develop and review goals that focus on areas of need. Develop grade level block systematic ELD instruction time, 45 minutes for 1st-5th and 30 minutes for Kindergarten.
 Recognize student Reclassification at an annual assembly.
 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 and prepare for taking the ELPAC test.

Proposed Expenditures for this Strategy/Activity

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

8935	Title III 1000-1999: Certificated Personnel Salaries 5 week after school tutoring - ELPAC Preparation "Boot Camp" (4 teachers)
250	Title III 4000-4999: Books And Supplies Reclassification Awards and Assembly
	District Funded ELD Curriculum and Materials
1265	Title III 4000-4999: Books And Supplies Supplemental Materials to Support ELPAC boot camp

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 2 forms:

1. Staff meetings on Tuesdays: The core of staff meetings will be for teachers to meet (with administrative guidance) for student progress monitoring. The purpose of the progress monitoring is to further analyze the data through a Cycle of Inquiry lens while looking at first instruction practices and lesson design, provide resources and support, analyze data, provide targeted interventions based on student need, and identify students to be in the CST/SST process.
2. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 PLC Meetings and Student Progress Monitoring Meetings
2000	LCFF 4000-4999: Books And Supplies Staff meetings and PLC meetings

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 STAR/Renaissance Program 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.

Proposed Expenditures for this Strategy/Activity

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

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

Continue implementation of systematic instruction on writing process K-5 based on writing standards using district adopted language arts curriculum.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Curriculum

Strategy/Activity 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 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 22-23 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

1200

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/Special Education

Strategy/Activity

Conduct CST/SST (Coordinated Services Team/Student Study Team) meetings to review, within our Multi-Tier System of Supports (MTSS), cases of students who are not making sufficient progress on grade level standards or who are demonstrating a need for behavior and social-emotional support.

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 Meetings
3000	Title I 2000-2999: Classified Personnel Salaries CST/SST Substitutues

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) to 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 instruction to first and second 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)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
LIT Teacher Salary

[Empty box for Amount(s)]

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:

- AM Achievers
- After School Tutoring- Reading
- After School Tutoring- Math
- After School Tutoring - ELD

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
10000	LCFF - Intervention 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.

Paraeducator support:

in the TK classroom for the entire school day.

for the Kinder teachers will be at least 1.5 hours in the classroom everyday.

for 1st and 2nd will be before and after school in small interventions 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

Special Education students with 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 the iPad 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 student reading level.

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

Recognize students' growth and accomplishments in reading using AR.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
500	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
- Newsela

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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	District Funded 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
5000	LCFF 5000-5999: Services And Other Operating Expenditures Newsela

Strategy/Activity 19

Students to be Served by this Strategy/Activity

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

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

All Students

Strategy/Activity

Weekly Scholastic Magazine Subscription for each classroom that provide hands-on learning, provide critical thinking prompts, contain SEL connections, and 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)

462

Source(s)

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.

Storage unit 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)

Source(s)

1500	LCFF 5000-5999: Services And Other Operating Expenditures Transportation
2540	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.

Proposed Expenditures for this Strategy/Activity

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

Students and teachers will participate in activities/events around the focus of demonstrating high level DOK through writing.

Activities/events include, but are not limited to:

- Author's Fair
- Writer's Workshop
- Publication of Classroom books

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
Author's Fair materials and supplies

500

LCFF
4000-4999: Books And Supplies
Writer's workshop materials and supplies

2000

LCFF
4000-4999: Books And Supplies
Publication of class book per classroom

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

Provide lessons in the school garden.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF
4000-4999: Books And Supplies
Garden Supplies

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, IEP 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)

23172

Source(s)

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
- Counselor recesses
- Principal recesses

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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 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 not limited to:

- District Summer PD 2022
- 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)

[Empty box for Amount(s)]

District Funded
1000-1999: Certificated Personnel Salaries
Teacher Salary

[Empty box for Amount(s)]

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.

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 to upkeep 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

Strategy/Activity 37

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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 35% of students are at/above benchmark for ELA. Therefore, more focus is needed on using data to drive instruction and targeted interventions to address learning gaps. Teachers will focus on differentiated lessons, scaffolded instruction, progress monitoring conferences with teachers, 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 22% 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 21-22 school year and the actual implementation had to do with the unknowns regarding the COVID-19 pandemic. The county and health guidelines gave limited access and opportunity for particular strategies which resulted in limited data. The expected outcomes and metrics were incomplete and could not be compared to last year. Resources and strategies were inconsistently implemented all year as it depended on specific guidelines for health.

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

Many of the changes to the goals and strategies for this goal relate to the need to address the current learning gaps 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 in the 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 best practices after school (early release Wednesdays).

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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 89.05% for the 2021-22 school year.	Achieve an annual average attendance rate of 95% or higher in each grade level. Our overall goal is for our school-wide attendance to increase by 5.95%
Referrals to Office	Based on the data from the 2021-22 school year, there were 234 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 2022. 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 2023

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Growth Mindset- 58% Good/Fair Self-Management- 67% Good/Fair Social Awareness- 67% Good/Fair Emotional Regulation- 44% Good/Fair Teacher Student Relationships- 76% Good/Fair Sense of Belonging- 65% 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 Announcements:

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
- "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 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.

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)

5000

LCFF
4000-4999: Books And Supplies
Materials

2000

LCFF - Intervention
1000-1999: Certificated Personnel Salaries
PBIS Teachers- Extra Pay (beginning of year meeting)

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 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 to conduct SEL lessons in class on a monthly basis based on the identified character trait of the month.

School counselor to 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 your child at home. Topics include, but not limited to; bullying, reading at home, social media, etc.

The school counselor will utilize Restorative Justice Practices to mediate conflict.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
5000	LCFF - Intervention 4000-4999: Books And Supplies Counseling Materials and Supplies
500	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 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 CST/SST (Coordinated Services Team/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 CST/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 "chronic absentees."
- setting up a positive attendance rewards system by class and by individual for perfect attendance
- organizing 3 parenting skills classes based on community need.
- providing families access to social services in the community.
- working with teachers, students, and families to set up, organize, and facilitate SST 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 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 Panorama Survey

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)

3437

Source(s)

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.

- 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 summer of 2022.

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
- Field Day (end of year) - grade level spans participate in a variety of activities such as egg race, three legged race, tug of war, etc.
- Little/Big Challengers - 4th and 5th graders make weekly visits to TK, Kinder, and 1st grade classes to read, do art projects, etc.
- Red Ribbon Week - week focusing on promoting a drug-free lifestyle
- Great Kindness Week - students are challenged daily to do a act of kindness
- Monthly 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)	Source(s)
2000	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)

Source(s)

2000

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

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 SEL Support for staff culture building. Placing an importance on teacher SEL support.

Activities may include:

- enrichment
- 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)

1000

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

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 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

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 19

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Annual Review

SPSA Year Reviewed: 2021-22

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 effectiveness of this goal was difficult to measure due to the lack of data on suspension rates, office referrals and attendance. After gathering in-house data, the overall number of office referrals increased from 2018-19 (last full year in school) to 2021-22. 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.

Attendance was a concern with COVID quarantine guidelines. Students missed a lot of school, for reasons outside of their control. Attendance, health guidelines and restrictions made it difficult for students to feel connected to school. In addition, COVID restrictions made it difficult for students to participate in a full year's worth of SEL growth and culture building on campus. Programs that typically support a positive, safe school environment such as sports, after school programs, and after school events were greatly reduced/modified due to health guidelines. The strategies/activities from the previous year reflected the need to provide 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. A large focus will also be placed on having students feel a sense of belonging or connection to school again. Many students need opportunities to talk about feelings, participate in positive school activities, and have opportunities to interact with one another.

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 reduction in administrative support staff in the office. This caused a disruption when trying to achieve the goal of checking in with students, monitoring attendance, and contacting families in regard to academic and behavior concerns. There were also some vacant paraeducator, campus supervisor, counselor, and ORC 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 create an area for our counselor (“Wellness Center”) to utilize for our students to check-in, feel supported, and create a pro=active approach with peer relationships and discipline. This is reflected in strategy 4 of our plan.

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 2021-22, 4 parents attended the first Coffee with the Principal.	Increase parent attendance to an average of 15.
ELAC Sponsored Parent Events Sign-in Sheets	In 2021-22, 12 parents attended the first ELAC meeting.	Increase parent attendance to an average of 15 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 parents through the Ed Connect system, school website, PeachJar, social media, quarterly newsletter, and parent meetings. These communication platforms serve a purpose to promote school-wide events and learning 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
	Ed Connect System, School Website
	LCFF
	Quarterly Newsletter, Parent meetings

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 stakeholders for items such as Parent Involvement Policy, School Compact, Site Budget, and SPSA. Important stakeholder groups include, but 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 babysitting
2500	Title I 4000-4999: Books And Supplies Refreshments

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 to discuss expectations, guidelines, and materials provided for grade level spans: TK/K, 1st/2nd and 3rd-5th.

Proposed Expenditures for this Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

100

LCFF
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 for meeting participants

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
- hands on tips
- 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 students who have met district requirements to be Reclassified Fluent English Proficient.

Hold an awards assembly for recognize these students who have been RFEP'd.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

250

Title III
4000-4999: Books And Supplies
Awards

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.
- 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.

Proposed Expenditures for this Strategy/Activity

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

Annual Review

SPSA Year Reviewed: 2021-22

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.

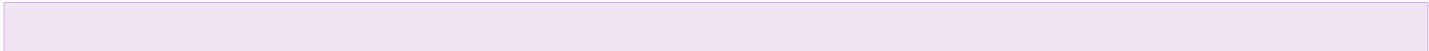
Parents were provided meaningful opportunities to participate in their children's growth. Parents attended various trainings such as What to Expect in Middle School/High School and Beyond, Back to School Night, and Parent/Teacher conferences to be involved in their children's education. School meetings were held virtually (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 virtual meetings, parents were afforded more access to join meetings with their various work and home commitments that previously did not allow them to attend. Almost all SST's, IEPs, and 504's were held virtually to allow parents to be a part of the process with an option to in-person meetings, if needed. 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.

Online applications such as Canvas and Zoom allowed parents the opportunity to participate in their child's education, though there were challenges in getting parents familiar with the applications. The discrepancy between Canvas and Q caused parents to not always be up to date with information or know where to find the information they are seeking.

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. Online meetings allowed for generally more participation and less cancellations for IEP and 504 meetings. The virtual meetings did not affect attendance for ELAC, SSC, and PTA meetings. This year, we are looking to add more on campus opportunities for parents with Back to School night, trainings, and various meetings with our ORC.



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	\$127,594.00

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	\$17,545.00
Title III	\$11,200.00

Subtotal of additional federal funds included for this school: \$28,745.00

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	\$79,349.00
LCFF - Intervention	\$19,500.00

Subtotal of state or local funds included for this school: \$98,849.00

Total of federal, state, and/or local funds for this school: \$127,594.00

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	48,217.00	30,672.00
Title III	11,200.00	0.00
LCFF	101,569.00	22,220.00
LCFF - Intervention	19,500.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF	79,349.00
LCFF - Intervention	19,500.00
Title I	17,545.00
Title III	11,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF	14,200.00
2000-2999: Classified Personnel Salaries	LCFF	7,000.00
4000-4999: Books And Supplies	LCFF	46,887.00
5000-5999: Services And Other Operating Expenditures	LCFF	10,662.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	600.00
1000-1999: Certificated Personnel Salaries	LCFF - Intervention	12,500.00
2000-2999: Classified Personnel Salaries	LCFF - Intervention	1,000.00
4000-4999: Books And Supplies	LCFF - Intervention	6,000.00
1000-1999: Certificated Personnel Salaries	Title I	7,545.00

2000-2999: Classified Personnel Salaries	Title I	3,500.00
4000-4999: Books And Supplies	Title I	6,500.00
1000-1999: Certificated Personnel Salaries	Title III	8,935.00
2000-2999: Classified Personnel Salaries	Title III	500.00
4000-4999: Books And Supplies	Title III	1,765.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	85,957.00
Goal 2	30,787.00
Goal 3	10,850.00

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
Maria Liston	Classroom Teacher
Taylor Lumas	Classroom Teacher
Heidi Trevisan	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 June 15, 2022.

Attested:

	Principal, Brian Blevins on 6/15/22
	SSC Chairperson, Valerie Garcia on 6/16/22

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.

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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 Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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