



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 |
|-------------------|-----------------------------------|--|---------------------------|
| Curren School K-8 | 56725386055263 | June 2, 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.

The Curren School Vision is to empower all students not just to know, but to become! And our Mission is empower all children to take ownership of their learning, exercise their growing autonomy, discover opportunities for carving their own versions of success, and ensure they become responsible members of our global society. Our dedicated staff strive to educate all students, in a culturally proficient climate, in order for our student to achieve academic success, become lifelong learners, and productive members of society while developing literacy and biliteracy and becoming socially competent. Curren School is committed to providing the best educational program possible for our students. We strive to empower all students not just to know, but to become. We want students to become mathematicians, not just know Math. At Curren, we give everything we can to our students, but more importantly we want them to obtain it for themselves as we recognize that empowering them is greatest gift we can give as educators. Owning their own learning is an important quality and emphasis within our mission statement. Empowering students to exercise their

growing autonomy, discover opportunities for carving their own versions of success, and ensure they become responsible members of our global society allows us to focus on differentiation and the whole child.

Our focus is on best first instruction, which will be highlighted through: Common Core Standards, 21st century skills, use of technology, differentiated instruction, social, emotional and behavior support, professional learning communities, and community engagement. We will concentrate our efforts on prioritizing instructional content standards by leveraging the structure and emphases of college- and career-ready mathematics and ELA/literacy standards. At Curren, this would include a clear set of math skills and concepts aimed to solve real-world problems as well as literacy skills centered on reading comprehension and oracy. Curren's plan is to be dynamic and intentional with instruction and build strong professional learning communities (PLCs) to support this endeavor. We believe in providing a rigorous academic curriculum by using data driven instructional practices which require collaboration and practice. We want to continue our efforts in providing the time and support needed for both students and staff to be able to explore and create a deep understanding of the standards and their application to learning. Through these efforts with our students, we will look to build life-long learners prepared to meet the demands of an ever-changing world. Critical thinking, creativity, communication, collaboration, and character (the 5 Cs) will continue to be focal points across content areas.

While academic excellence is our focus, we also encourage and teach character education as well as leadership. This is never more needed than in the current political and social environment in which we live. We want to build strong leaders that are empathic, responsible, and can help build both our local and national community. In order for students to achieve their fullest potential, we know that parental involvement is a critical factor to ensure students' educational success. We provide multiple opportunities for our parent community and stakeholders to be involved in the decision-making process. Our English Learner Advisory Committee (ELAC), Parent Teacher Association (PTA), and School Site Council (SSC) encourage parents to become active participants in their children's education by participating in the meaningful and productive opportunities at our school. The school's Parent Involvement Policy provides clear guidelines/expectations for parents with this post pandemic school year(s). Our Back to School Night, Math and Literacy Nights, along with monthly Coffee with the Principal meetings, and other parent engagement opportunities further support and foster meaningful and productive opportunities for our parents to participate in their child's academic and social-emotional growth. We are continually implementing and refining our PBIS-CHAMPS approach in ensuring all students' academic and socio emotional needs are met to ensure achievement of high academic standards across all content areas, supporting the socio-emotional growth of our students in a safe, positive learning environment. All the staff at Curren strive to strengthen our home-school partnerships to increase parental involvement and meet the goals identified within this School Plan for Student Achievement.

Table of Contents

- SPSA Title Page 1
- Purpose and Description..... 1
- Table of Contents..... 3
- Comprehensive Needs Assessment Components 5
 - Data Analysis 5
 - Classroom Observations..... 5
 - Analysis of Current Instructional Program..... 5
- Stakeholder Involvement 9
- Resource Inequities 10
- School and Student Performance Data 11
 - Student Enrollment** 11
 - Star Early Literacy..... 14
 - Star Reading 15
 - Star Math..... 16
 - CAASPP Results..... 17
 - ELPAC Results 23
- Goals, Strategies, & Proposed Expenditures..... 28
 - Goal 1..... 28
 - Goal 2..... 50
 - Goal 3..... 62
- Budget Summary 73
 - Budget Summary 73
 - Other Federal, State, and Local Funds 73
- Budgeted Funds and Expenditures in this Plan 74
 - Funds Budgeted to the School by Funding Source..... 74
 - Expenditures by Funding Source 74
 - Expenditures by Budget Reference and Funding Source 74
 - Expenditures by Goal 75
- School Site Council Membership 76
- Recommendations and Assurances 77
- Instructions..... 78
 - Instructions: Linked Table of Contents..... 78
 - Purpose and Description..... 79
 - Stakeholder Involvement..... 79
 - Resource Inequities 79
- Goals, Strategies, Expenditures, & Annual Review 80

| | |
|---|----|
| Annual Review | 81 |
| Budget Summary | 82 |
| Appendix A: Plan Requirements | 84 |
| Appendix B:..... | 87 |
| Appendix C: Select State and Federal Programs | 89 |

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.

Based on classroom observations, the needs of EL Learners should continue to be a focus for this school year. Observations from last year highlighted the need for teachers to be provided with professional development on ELD strategies and to be provided with opportunities to review ELD standards and supports and what those practices are as described in Goal 1. Classroom observations showed the need for teachers to have more meaningful opportunities to collaborate and constantly participate in the cycle of inquiry related to the Common Core State Standards and other relevant data points such as STAR 360 data, IABs to refine best first instruction and, given the unique challenges of this past school years, we find new efficiencies in the curriculum that are critical to student learning. Dual Language Immersion teachers need specific time to collaborate as Spanish/English counterparts need to work on the bridging, unit mapping and planning. Professional development and collaboration centered on progress monitoring using various data points and SMART goals such as STAR 360 and the LLI program will help improve the overall reading level of our students. Math continues to be an area of concern and need for growth. Rigor, higher levels of depth of knowledge, and critical thinking is required so the instruction matches the standards. Focus on depth of knowledge question across the content areas.

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)

It is important to note that due to the COVID-19 Pandemic, State assessments were not administered this past year and we will have result for the current school year 2021-2022 that will guide our instruction focus in the incoming school year. Local and school assessments indicate the need to improve instruction in the areas of ELA and Math, specifically with English Learners. Following data from past state assessment, English Learners are our lowest performers on state tests. The universality of mathematical language and symbols is not transferring to English and the past scores indicate a need to improve in literacy and reading comprehension in order to achieve higher performance levels. Based on past assessment results, classroom lessons should integrate the knowledge and skills ELLs have from another content/subject areas into their literacy instruction(both English and Spanish for DLI students).

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

The school and district use an assessment calendar with expectations for assessment. Frequent administration of specific assessments such as STAR 360 Reading and Math allow the school to adequately monitor student progress. Curriculum-embedded assessments from Wonders, Maravillas, and Study Sync can be used for diagnostic purposes and provide intervention when needed. These forms of assessment provide meaningful sources of information for teachers. They in turn use this information to identify what the students comprehended and what they need to work on. Data from assessments provides valuable information on the desired learning goals. Learning goals and instruction are then modified to meet the accommodate differences in students' learning styles and intelligences.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

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

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

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

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

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

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

The Educational Services Department includes Directors, Managers and TOSAs (Teachers on Special Assignment) who provide support for Curriculum, Instruction, Assessment, Accountability, Bilingual 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)

Teacher collaboration is set for the school year at the beginning of each year. Weekly collaboration time will be dedicated for teacher collaboration. There is specific time set aside for both grade level and staff collaboration. Teachers meet weekly in grade levels to review data and work on a focus question based on the cycle of inquiry to help drive instruction. Teachers also look at present levels of performance of students in their class to adjust units/lessons as needed to ensure the standards are being taught in a clear, intentional method that is student focused. Teachers are also afforded meaningful opportunities to participate in site-based Professional Development workshops as indicated by the calendar. Topics for mini workshops include AVID strategies, SMART Goals, Classroom Management, STAR 360, DLI Unit roll out and scaffolds and supports in classroom instruction.

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)

Teachers and classes provide students with multiple services and supports, which enable them to meet the standards. Within the classroom, small group intervention is used to help underperforming students. Various types of strategies (activities) and scaffolds (supports) are utilized such as interactive, graphic, and sensory to meet the needs of diverse learners. Sentence frames, word walls, graphic organizers, guided reading, and math mindset are tools utilized to accommodate differences in students' learning styles and intelligences. An LLI teacher is designated to work with small groups in primary grade levels to address their literacy skills. Instructional Aides and other adult support in the classroom help to assist in bringing students up to the standard. When applicable for this school year, after school tutoring will be offered specifically for at-risk and underperforming students and enrichment for at benchmark and above benchmark.

Evidence-based educational practices to raise student achievement

Curren school uses a variety of evidence-based educational practices to raise student achievement. Teachers provide explicit learning objectives that are tied to demonstrations of learning. First instruction and differentiation is a Tier 1 support utilized for all learners. Students are engaged in rigorous, relevant learning. Small groups instruction, clear and effective learning feedback, and assessment results and progress monitoring of goals with Lexia, Core 5 (K-5) Lexia Power UP (6-8), ST Math, AR, STAR 360 and CBMs. Discovery based teaching is implemented using Mystery Science for K-5 and McGraw Hill Inspire Science Curriculum for 6-8 and Inspire that align with the NGSS standards. Tutoring and reteaching are used to help raise student achievement.

Parental Engagement

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

Parents are involved in school activities via School Site Council, English Language Advisory Council, Parent Teacher Association, organizing student events, classroom volunteering, parent conferences, coaching sports and advising student clubs - the latter will be offered in accordance with county and district health guidelines regarding COVID-19.

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)

Stakeholders are involved in the process and implementation of school programs on campus. Parent/Community led groups such as our English Learners Advisory Committee play an important role on campus from volunteer opportunities to ensuring that our English Learner students' needs are met and resources are available for them. For example, the parents requested that we have culturally relevant family nights to promote a strong community at the school. They participate in and attend the local and state California Association of Bilingual Education (CABE) Conference. Teachers provide tutoring that is specific for socioeconomically disadvantaged students and English Learners for extended breaks from school. This year, stakeholders requested academic "bootcamps" to provide students with another resource after school to prepare for important assessment such as the ELPAC test and CAASPP, especially given the learning disruption and unique challenges presented by the COVID-19 post pandemic.

Funding

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

Title I funds are used to support underperforming students in the area of first instruction. Looking at past data, the school identified a need to improve first instruction and focus on implementing Common Core State Standards. Funds were also utilized to address unique challenges of this school year and a need to adjust to a virtual setting. Headphones were provided for each student to utilize in the home as well as school materials and workbooks. Two paraeducator were hired to address the needs of primary grade level students in K-1st grade and one to support ELs in grades 6-8 . Tutoring during extended breaks and after school tutoring along with academic boot camps were created to address the needs of our underperforming and most vulnerable populations.

Fiscal support (EPC)

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

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

Curren School's teachers, staff and governance stakeholder groups were involved in the development of this School Plan for Student Achievement (SPSA). The School Leadership Team met on May 11, 16, 18, and 23 2022 to address and discuss the three SPSA goals and actions. Our grade level teams met as Professional Learning Communities (PLCs) on May 3, 10 and 24, 2022 to analyze baseline data (Spring STAR 360 Early Literacy, Reading, and Math) to develop expected academic goals for the 2022-2023 school year via the STAR 360 assessments and to discuss supports or resources needed to meet these academic outcomes. The School Principal shared the

SPSA with all teachers and support staff on June 7, 2022, to discuss the SPSA goals, share grade-level outcomes/goals, and review the strategies/activities for our site's proposed expenditures.

School Site Council met on June 2, 2022 to review the main components of the SPSA Plan, understand the three SPSA goals, provide input to our site's SPSA, and to be informed on our site's 2022-2023 budget allocations and reviewed Fall STAR 360 data (Fall STAR 360 Early Literacy, Reading, and Math) and to share a completed draft of the SPSA for approval. The English Learner Advisory Committee met on October April 29 and May 27, 2023 to review the SPSA and provided input, with an emphasis on strategies to support English Learners as they strive to enhance their English language proficiency levels to achieve reclassification and activities to enhance parent engagement.

Resource Inequities

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

Shortage of substitutes did not allow for dedicated days set aside for teacher collaboration, DLI training and school based professional Development this past year. Intervention service providers scheduled to provide intervention were not hired due to lack of candidates in the eligibility pool and one resigned after a few weeks. After school tutoring happened sparingly across the grades levels due staff availability after school. Students experienced higher levels of trauma during the post pandemic and had some difficulty transitioning to in person instruction and fully engaging during academic instruction.

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 | 0.1% | 0.1% | % | 1 | 1 | |
| African American | 0.49% | 0.7% | % | 5 | 7 | |
| Asian | 0.39% | 0.3% | % | 4 | 3 | |
| Filipino | 0.2% | 0.2% | % | 2 | 2 | |
| Hispanic/Latino | 95.58% | 96.4% | % | 972 | 931 | |
| Pacific Islander | 0% | 0% | % | 0 | 0 | |
| White | 2.56% | 2.0% | % | 26 | 19 | |
| Multiple/No Response | 0.69% | 0.3% | % | 7 | 3 | |
| Total Enrollment | | | | 1,017 | 966 | |

Student Enrollment Enrollment By Grade Level

| Student Enrollment by Grade Level | | | |
|-----------------------------------|--------------------|-------|-------|
| Grade | Number of Students | | |
| | 19-20 | 20-21 | 21-22 |
| Kindergarten | 98 | 98 | |
| Grade 1 | 103 | 99 | |
| Grade 2 | 104 | 100 | |
| Grade 3 | 102 | 97 | |
| Grade 4 | 116 | 101 | |
| Grade 5 | 110 | 114 | |
| Grade 6 | 121 | 107 | |
| Grade 7 | 134 | 119 | |
| Grade 8 | 129 | 131 | |
| Grade 9 | | | |
| Grade 10 | | | |
| Grade 11 | | | |
| Grade 12 | | | |
| Total Enrollment | 1,017 | 966 | 0 |

Conclusions based on this data:

Curren school's enrollment and demographics have remained largely unchanged from last year. The data shows that the majority of our school population (97%) is of Hispanic or Latino origin, so culturally relevant activities and lessons in class are needed to involve our families and make connection to prior knowledge and background

information about our students. Grades are evenly distributed with no large discrepancies in enrollment by cohorts. Full implementation of Dual Language Immersion program in Kindergarten and 3rd grade have not changed the enrollment of the school.

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 | 511 | 485 | 498 | 49.8% | 47.7% | 51.60% |
| Fluent English Proficient (FEP) | 263 | 274 | 229 | 25.6% | 26.9% | 23.70% |
| Reclassified Fluent English Proficient (RFEP) | 95 | 81 | 28 | 17.8% | 15.9% | 2.90% |

Conclusions based on this data:

The number of English Learners continues to be above 50% of our student population. Due to the disruption of the 2019-2020 school with the COVID-19 pandemic, students were unable to take the ELPAC test and reclassify last year. In 2021-2022, 44 students met the criteria to reclassify based on previous scores from 2018-2019 school year and district benchmarks. Due to school distance learning, and projected interruptions to the school year it was difficult to project the reclassification rate for the 2021-2022 school year. 75% of our English Learners primary language is Spanish. It is important to have culturally relevant topics and opportunities for students to make connections to their Native Language in class. One area of concern continues to be Long-Term English Learners (LTELs). The number of students that are LTELs in the middle school continues to be an area where we need improvement. Reclassification rates, based on 2020-2021 data show that do not reclassify at the same rate in grades 6-8 as 3-5.

School and Student Performance Data

Star Early Literacy

| Curren School K-8 | | | | | | | | | | | |
|-------------------|----------------|----------------------|-----|---------|-----|------------|-----|---------|-----|-----------------------------|-------------|
| | | 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 | 96 | 21 | 22% | 16 | 17% | 13 | 14% | 46 | 48% | 2 | 747 |
| Grade 1 | 91 | 38 | 42% | 19 | 21% | 5 | 5% | 29 | 32% | 2 | 784 |
| Grade 2 | 20 | 15 | 75% | 5 | 25% | 0 | 0% | 0 | 0% | 1 | 798 |

Conclusions based on this data:

Second grade shows a massive drop in Early Literacy scores, most likely as a result of second grade students being assessed with STAR Reading and only those with identified reading needs are assessed with the Start Early Literacy benchmarks as they are monitored during interventions through the school trimesters. This could result in long-term dip in scores and success if not properly addressed and supported. Continuous support will be needed past this first year. It should be noted that 2nd graders also take the STAR reading test and this results do no reflect all students in second grade. Kindergarten scores are slightly higher than the pre-pandemic results due to in person instruction taking place this school year, the scores are on par with those seen throughout the District. First grade scores show a continuous need to support students with early literacy skills as a 42% of students did not make the anticipated growth by the end of the school year. It should be noted that this is the first full year of in-person instruction coming from the post pandemic times for first grade students.

School and Student Performance Data

Star Reading

| Curren School K-8 | | | | | | | | | | | |
|-------------------|----------------|----------------------|-----|---------|-----|------------|-----|---------|-----|----------------------|-------------|
| | | 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 | 88 | 38 | 43% | 23 | 26% | 16 | 18% | 11 | 13% | 1 | 887 |
| Grade 3 | 96 | 55 | 57% | 24 | 25% | 13 | 14% | 4 | 4% | 1 | 924 |
| Grade 4 | 97 | 48 | 49% | 19 | 20% | 16 | 16% | 14 | 14% | 1 | 968 |
| Grade 5 | 98 | 62 | 63% | 10 | 10% | 19 | 19% | 7 | 7% | 1 | 969 |
| Grade 6 | 107 | 42 | 39% | 31 | 29% | 31 | 29% | 3 | 3% | 1 | 1023 |
| Grade 7 | 99 | 37 | 37% | 23 | 23% | 31 | 31% | 8 | 8% | 1 | 1055 |
| Grade 8 | 93 | 47 | 51% | 33 | 35% | 12 | 13% | 1 | 1% | 1 | 1036 |

Conclusions based on this data:

Data indicates that as students get older and progress through the assessment periods, they fall off on their grade-level targets as rigor and complexity increases. End of the year data shows that 2nd- 8th At/Above Benchmark attainment by grade is evenly and/or closely distributed (between 20% and 30% of students in each of the grade levels) The results are very similar in percentage numbers across all the grade levels at the Urgent Intervention Level. but by the time they reach 8th grade a large number of students (48%) are in the red urgent intervention zone; while 39% are in the meet/exceed the benchmark by the end of the school year. This indicates that about half of the students are not properly prepared for increased rigor and complexity in reading English. First instruction practices must be evaluated, monitor and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets.

School and Student Performance Data

Star Math

| Curren School K-8 | | | | | | | | | | | |
|-------------------|----------------|----------------------|-----|---------|-----|------------|-----|---------|-----|-------------------|-------------|
| | | Less than Proficient | | | | Proficient | | | | Star Math Average | |
| | | Level 1 | | Level 2 | | Level 3 | | Level 4 | | | |
| Grade | Total # Tested | Total | % | Total | % | Total | % | Total | % | Level | Scale Score |
| Grade 1 | 89 | 35 | 39% | 36 | 40% | 14 | 16% | 4 | 4% | 2 | 828 |
| Grade 2 | 90 | 30 | 33% | 24 | 27% | 24 | 27% | 12 | 13% | 2 | 907 |
| Grade 3 | 90 | 52 | 58% | 19 | 21% | 15 | 17% | 4 | 4% | 1 | 933 |
| Grade 4 | 96 | 41 | 43% | 28 | 29% | 19 | 20% | 8 | 8% | 2 | 986 |
| Grade 5 | 95 | 59 | 62% | 23 | 24% | 10 | 11% | 3 | 3% | 1 | 994 |
| Grade 6 | 101 | 55 | 54% | 30 | 30% | 13 | 13% | 3 | 3% | 1 | 1036 |
| Grade 7 | 106 | 79 | 75% | 20 | 19% | 6 | 6% | 1 | 1% | 1 | 1028 |
| Grade 8 | 90 | 76 | 84% | 9 | 10% | 3 | 3% | 2 | 2% | 1 | 1012 |

Conclusions based on this data:

Data indicates that as students progress from grade level to grade level, they fall off on their grade-level targets. Math scores are lower than reading and reaming evenly spread in the less than proficient and proficient zone. In first grade, 20% of students met their end of the year goals for math and percentages vary in all from grade to grade. However, by the 8th grade, that had reduced to 5%, which is not ideal for continuous growth, but does show some stability in the upper grades. This still indicates that students are not properly prepare for increased rigor and complexity in mathematics. First instruction practices must be evaluated, monitor and adjusted, along with targeted remediation and intervention, so that students can recover lost ground and reach grade level targets while meeting grade level expectancies and high level of academic achievement.

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 | 105 | 102 | | 103 | 100 | | 103 | 100 | | 98.1 | 98 | |
| Grade 4 | 121 | 101 | | 121 | 100 | | 121 | 100 | | 100 | 99 | |
| Grade 5 | 133 | 116 | | 132 | 115 | | 132 | 115 | | 99.2 | 99.1 | |
| Grade 6 | 140 | 133 | | 138 | 133 | | 138 | 133 | | 98.6 | 100 | |
| Grade 7 | 125 | 131 | | 122 | 130 | | 122 | 130 | | 97.6 | 99.2 | |
| Grade 8 | 96 | 119 | | 96 | 116 | | 96 | 116 | | 100 | 97.5 | |
| All Grades | 720 | 702 | | 712 | 694 | | 712 | 694 | | 98.9 | 98.9 | |

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 | 2380. | 2397. | | 11.65 | 17.00 | | 14.56 | 19.00 | | 30.10 | 27.00 | | 43.69 | 37.00 | |
| Grade 4 | 2400. | 2409. | | 9.09 | 11.00 | | 13.22 | 14.00 | | 22.31 | 26.00 | | 55.37 | 49.00 | |
| Grade 5 | 2439. | 2437. | | 4.55 | 5.22 | | 21.21 | 20.87 | | 19.70 | 20.87 | | 54.55 | 53.04 | |
| Grade 6 | 2439. | 2457. | | 0.72 | 1.50 | | 12.32 | 14.29 | | 28.26 | 33.83 | | 58.70 | 50.38 | |
| Grade 7 | 2452. | 2492. | | 1.64 | 5.38 | | 13.11 | 20.00 | | 22.13 | 29.23 | | 63.11 | 45.38 | |
| Grade 8 | 2502. | 2499. | | 1.04 | 2.59 | | 19.79 | 18.10 | | 37.50 | 33.62 | | 41.67 | 45.69 | |
| All Grades | N/A | N/A | N/A | 4.63 | 6.63 | | 15.59 | 17.72 | | 26.12 | 28.67 | | 53.65 | 46.97 | |

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 | 11.65 | 18.00 | | 41.75 | 44.00 | | 46.60 | 38.00 | |
| Grade 4 | 8.26 | 8.00 | | 38.84 | 43.00 | | 52.89 | 49.00 | |
| Grade 5 | 8.33 | 8.70 | | 44.70 | 44.35 | | 46.97 | 46.96 | |
| Grade 6 | 2.17 | 4.51 | | 29.71 | 35.34 | | 68.12 | 60.15 | |
| Grade 7 | 4.92 | 6.15 | | 26.23 | 39.23 | | 68.85 | 54.62 | |
| Grade 8 | 5.21 | 7.76 | | 38.54 | 40.52 | | 56.25 | 51.72 | |
| All Grades | 6.60 | 8.50 | | 36.38 | 40.78 | | 57.02 | 50.72 | |

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 | 7.77 | 13.00 | | 46.60 | 49.00 | | 45.63 | 38.00 | |
| Grade 4 | 7.44 | 9.00 | | 38.84 | 49.00 | | 53.72 | 42.00 | |
| Grade 5 | 12.12 | 6.96 | | 36.36 | 46.96 | | 51.52 | 46.09 | |
| Grade 6 | 0.72 | 3.76 | | 36.23 | 48.12 | | 63.04 | 48.12 | |
| Grade 7 | 5.74 | 5.38 | | 37.70 | 54.62 | | 56.56 | 40.00 | |
| Grade 8 | 5.21 | 6.03 | | 61.46 | 43.97 | | 33.33 | 50.00 | |
| All Grades | 6.46 | 7.06 | | 41.85 | 48.70 | | 51.69 | 44.24 | |

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 | 6.80 | 15.00 | | 62.14 | 68.00 | | 31.07 | 17.00 | |
| Grade 4 | 5.79 | 10.00 | | 68.60 | 59.00 | | 25.62 | 31.00 | |
| Grade 5 | 6.82 | 5.22 | | 47.73 | 46.09 | | 45.45 | 48.70 | |
| Grade 6 | 3.62 | 5.26 | | 54.35 | 57.89 | | 42.03 | 36.84 | |
| Grade 7 | 0.82 | 5.38 | | 43.44 | 60.77 | | 55.74 | 33.85 | |
| Grade 8 | 4.17 | 5.17 | | 62.50 | 62.07 | | 33.33 | 32.76 | |
| All Grades | 4.63 | 7.35 | | 55.90 | 58.79 | | 39.47 | 33.86 | |

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 | 17.48 | 14.00 | | 43.69 | 45.00 | | 38.83 | 41.00 | |
| Grade 4 | 11.57 | 13.00 | | 39.67 | 38.00 | | 48.76 | 49.00 | |
| Grade 5 | 13.64 | 6.96 | | 41.67 | 46.96 | | 44.70 | 46.09 | |
| Grade 6 | 10.14 | 7.52 | | 46.38 | 48.12 | | 43.48 | 44.36 | |
| Grade 7 | 8.20 | 13.85 | | 36.89 | 44.62 | | 54.92 | 41.54 | |
| Grade 8 | 8.33 | 9.48 | | 57.29 | 43.10 | | 34.38 | 47.41 | |
| All Grades | 11.52 | 10.66 | | 43.82 | 44.52 | | 44.66 | 44.81 | |

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:

The release of the 2020 CA School Dashboard has not been determined as CAASPP testing was suspended due to the COVID-19 pandemic during spring 2020. The data and analysis remains largely unchanged from the previous years. Curren has made slight progress in the area of Language Arts. From grades 3-8, we made between 2-9% growth in the Met/Exceeds area for the 2018-2019 school year. In grades 6th and 8th, the percentage of students in the M/E category has fluctuated depending on the school year. Nonetheless, based on the data two thirds of our students continue to perform below grade level. The areas of greatest concern are in written language and research/inquiry. Students continue to struggle with analyzing and presenting information. Further examination of the data revealed that processing the text and application were areas of need as well. In order to improve writing and research, students need to be taught reading comprehension skills explicitly.

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 | 105 | 102 | | 103 | 100 | | 103 | 100 | | 98.1 | 98 | |
| Grade 4 | 121 | 101 | | 121 | 100 | | 121 | 98 | | 100 | 99 | |
| Grade 5 | 133 | 116 | | 133 | 115 | | 133 | 115 | | 100 | 99.1 | |
| Grade 6 | 140 | 133 | | 138 | 133 | | 138 | 133 | | 98.6 | 100 | |
| Grade 7 | 125 | 131 | | 122 | 131 | | 122 | 130 | | 97.6 | 100 | |
| Grade 8 | 96 | 119 | | 96 | 116 | | 96 | 116 | | 100 | 97.5 | |
| All Grades | 720 | 702 | | 713 | 695 | | 713 | 692 | | 99 | 99 | |

* 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 | 2386. | 2404. | | 0.97 | 14.00 | | 23.30 | 20.00 | | 29.13 | 28.00 | | 46.60 | 38.00 | |
| Grade 4 | 2413. | 2417. | | 4.13 | 1.02 | | 14.05 | 17.35 | | 33.06 | 33.67 | | 48.76 | 47.96 | |
| Grade 5 | 2420. | 2420. | | 0.75 | 2.61 | | 3.01 | 5.22 | | 29.32 | 24.35 | | 66.92 | 67.83 | |
| Grade 6 | 2417. | 2425. | | 1.45 | 0.75 | | 4.35 | 4.51 | | 23.19 | 22.56 | | 71.01 | 72.18 | |
| Grade 7 | 2432. | 2434. | | 0.82 | 2.31 | | 6.56 | 3.85 | | 21.31 | 26.15 | | 71.31 | 67.69 | |
| Grade 8 | 2455. | 2446. | | 0.00 | 0.00 | | 5.21 | 4.31 | | 23.96 | 17.24 | | 70.83 | 78.45 | |
| All Grades | N/A | N/A | N/A | 1.40 | 3.18 | | 8.98 | 8.53 | | 26.65 | 25.00 | | 62.97 | 63.29 | |

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 | 9.71 | 19.00 | | 35.92 | 37.00 | | 54.37 | 44.00 | |
| Grade 4 | 7.44 | 4.08 | | 20.66 | 28.57 | | 71.90 | 67.35 | |
| Grade 5 | 2.26 | 4.35 | | 17.29 | 14.78 | | 80.45 | 80.87 | |
| Grade 6 | 2.17 | 0.75 | | 16.67 | 16.54 | | 81.16 | 82.71 | |
| Grade 7 | 3.28 | 3.08 | | 20.49 | 20.00 | | 76.23 | 76.92 | |
| Grade 8 | 0.00 | 0.86 | | 16.67 | 13.79 | | 83.33 | 85.34 | |
| All Grades | 4.07 | 4.91 | | 20.90 | 21.10 | | 75.04 | 73.99 | |

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 | 6.80 | 18.00 | | 49.51 | 37.00 | | 43.69 | 45.00 | |
| Grade 4 | 5.79 | 9.18 | | 36.36 | 35.71 | | 57.85 | 55.10 | |
| Grade 5 | 1.50 | 1.74 | | 39.10 | 36.52 | | 59.40 | 61.74 | |
| Grade 6 | 1.45 | 3.01 | | 28.26 | 24.81 | | 70.29 | 72.18 | |
| Grade 7 | 0.82 | 3.08 | | 30.33 | 31.54 | | 68.85 | 65.38 | |
| Grade 8 | 2.08 | 2.59 | | 41.67 | 34.48 | | 56.25 | 62.93 | |
| All Grades | 2.95 | 5.78 | | 36.89 | 32.95 | | 60.17 | 61.27 | |

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 | 7.77 | 15.00 | | 53.40 | 48.00 | | 38.83 | 37.00 | |
| Grade 4 | 9.09 | 7.14 | | 33.06 | 35.71 | | 57.85 | 57.14 | |
| Grade 5 | 1.50 | 1.74 | | 35.34 | 31.30 | | 63.16 | 66.96 | |
| Grade 6 | 3.62 | 3.01 | | 33.33 | 33.08 | | 63.04 | 63.91 | |
| Grade 7 | 1.64 | 3.08 | | 43.44 | 37.69 | | 54.92 | 59.23 | |
| Grade 8 | 1.04 | 0.86 | | 37.50 | 37.07 | | 61.46 | 62.07 | |
| All Grades | 4.07 | 4.77 | | 38.85 | 36.85 | | 57.08 | 58.38 | |

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:

The release of the 2020 CA School Dashboard has not been determined as CAASPP testing was suspended due to the COVID-19 pandemic during spring 2020. The analysis below is based on previous data from the 2018-2019 school year and remains largely unchanged. Math is the greatest area of concern based on the data. Student performance did not increase in most grade levels and in general has plateaued for the past 3 years. Roughly only 1 in 10 students have met Math grade level standards. Therefore, scores have not increased each year of CAASPP administration. The percentage of students that meet or exceed the standards decrease at each of the grade levels. This indicates the needs to review, analyze and further implement the Common Core State Standards with a focus on the importance of first instruction. This school year, teachers will focus on Priority standards to mitigate the impact of school closures and disruptions from the end of the 2019-2020 and 2020-2021 school years. Teachers will need more time to work on student-centered lessons that focus on applying mathematical concepts, skills and procedures related real-life situations. Students need to be able to support and explain their mathematical thinking and making evidenced based supported conclusions. Data analysis will be based on summative and interim assessments to allow teachers to see student growth, areas of concerns, and to make sure class instruction match the key details and structure of the standards taught.

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 | 1430.4 | 1419.8 | 1408.8 | 1437.5 | 1427.5 | 1424.1 | 1413.8 | 1401.3 | 1373.3 | 73 | 73 | 30 |
| 1 | 1427.8 | 1451.2 | 1434.9 | 1435.8 | 1459.3 | 1453.0 | 1419.2 | 1442.6 | 1416.5 | 66 | 70 | 61 |
| 2 | 1496.3 | 1472.0 | 1469.2 | 1491.2 | 1472.0 | 1473.4 | 1500.9 | 1471.5 | 1464.4 | 80 | 63 | 64 |
| 3 | 1489.7 | 1480.8 | 1473.6 | 1477.2 | 1468.3 | 1476.7 | 1501.7 | 1492.8 | 1470.1 | 59 | 44 | 68 |
| 4 | 1502.0 | 1505.7 | 1480.4 | 1485.9 | 1496.5 | 1480.1 | 1517.6 | 1514.3 | 1480.3 | 58 | 49 | 57 |
| 5 | 1520.5 | 1517.4 | 1505.0 | 1507.2 | 1507.4 | 1501.2 | 1533.3 | 1526.9 | 1508.4 | 41 | 35 | 45 |
| 6 | 1510.3 | 1528.2 | 1507.9 | 1495.0 | 1521.3 | 1513.2 | 1525.2 | 1534.6 | 1502.0 | 31 | 28 | 31 |
| 7 | 1529.4 | 1532.4 | 1522.4 | 1523.9 | 1523.1 | 1514.8 | 1534.3 | 1541.2 | 1529.6 | 30 | 32 | 34 |
| 8 | 1541.4 | 1554.0 | 1542.9 | 1537.0 | 1553.4 | 1540.6 | 1545.3 | 1554.2 | 1544.6 | 12 | 25 | 23 |
| All Grades | | | | | | | | | | 450 | 419 | 413 |

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 | 31.51 | 5.48 | 10.00 | 35.62 | 45.21 | 33.33 | 21.92 | 39.73 | 36.67 | * | 9.59 | 20.00 | 73 | 73 | 30 |
| 1 | 16.67 | 10.00 | 8.20 | 31.82 | 40.00 | 29.51 | 27.27 | 38.57 | 31.15 | 24.24 | 11.43 | 31.15 | 66 | 70 | 61 |
| 2 | 55.00 | 14.29 | 14.06 | 33.75 | 38.10 | 32.81 | * | 34.92 | 42.19 | * | 12.70 | 10.94 | 80 | 63 | 64 |
| 3 | * | 2.27 | 7.35 | 42.37 | 50.00 | 36.76 | 35.59 | 27.27 | 41.18 | * | 20.45 | 14.71 | 59 | 44 | 68 |
| 4 | * | 16.33 | 12.28 | 51.72 | 48.98 | 21.05 | 27.59 | 28.57 | 45.61 | * | 6.12 | 21.05 | 58 | 49 | 57 |
| 5 | * | 5.71 | 11.36 | 68.29 | 54.29 | 29.55 | * | 34.29 | 38.64 | * | 5.71 | 20.45 | 41 | 35 | 44 |
| 6 | * | 3.57 | 10.00 | 48.39 | 64.29 | 16.67 | 45.16 | 28.57 | 56.67 | * | 3.57 | 16.67 | 31 | 28 | 30 |
| 7 | * | 6.25 | 11.76 | 46.67 | 53.13 | 35.29 | * | 40.63 | 41.18 | * | 0.00 | 11.76 | 30 | 32 | 34 |
| 8 | * | 24.00 | 18.18 | * | 36.00 | 36.36 | * | 36.00 | 36.36 | * | 4.00 | 9.09 | 12 | 25 | 22 |
| All Grades | 24.89 | 9.55 | 10.98 | 42.44 | 46.30 | 30.24 | 23.11 | 34.84 | 40.73 | 9.56 | 9.31 | 18.05 | 450 | 419 | 410 |

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 | 38.36 | 10.96 | 16.67 | 34.25 | 47.95 | 40.00 | 16.44 | 31.51 | 23.33 | * | 9.59 | 20.00 | 73 | 73 | 30 |
| 1 | 31.82 | 21.43 | 26.23 | 34.85 | 42.86 | 32.79 | 16.67 | 25.71 | 26.23 | 16.67 | 10.00 | 14.75 | 66 | 70 | 61 |
| 2 | 66.25 | 25.40 | 23.44 | 25.00 | 41.27 | 32.81 | * | 25.40 | 35.94 | * | 7.94 | 7.81 | 80 | 63 | 64 |
| 3 | 20.34 | 22.73 | 25.00 | 42.37 | 27.27 | 44.12 | 22.03 | 31.82 | 25.00 | * | 18.18 | 5.88 | 59 | 44 | 68 |
| 4 | 25.86 | 36.73 | 24.56 | 51.72 | 38.78 | 40.35 | * | 18.37 | 22.81 | * | 6.12 | 12.28 | 58 | 49 | 57 |
| 5 | 46.34 | 25.71 | 29.55 | 51.22 | 65.71 | 31.82 | | 2.86 | 22.73 | * | 5.71 | 15.91 | 41 | 35 | 44 |
| 6 | * | 35.71 | 20.00 | 54.84 | 53.57 | 43.33 | * | 7.14 | 30.00 | | 3.57 | 6.67 | 31 | 28 | 30 |
| 7 | * | 21.88 | 20.59 | 50.00 | 56.25 | 35.29 | * | 18.75 | 38.24 | | 3.13 | 5.88 | 30 | 32 | 34 |
| 8 | * | 36.00 | 27.27 | * | 40.00 | 40.91 | * | 20.00 | 31.82 | * | 4.00 | 0.00 | 12 | 25 | 22 |
| All Grades | 37.56 | 24.34 | 24.15 | 40.00 | 44.87 | 37.56 | 14.44 | 22.43 | 28.05 | 8.00 | 8.35 | 10.24 | 450 | 419 | 410 |

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 | 30.14 | 5.48 | 3.33 | 17.81 | 32.88 | 13.33 | 46.58 | 54.79 | 56.67 | * | 6.85 | 26.67 | 73 | 73 | 30 |
| 1 | * | 7.14 | 3.28 | 21.21 | 32.86 | 26.23 | 22.73 | 28.57 | 24.59 | 40.91 | 31.43 | 45.90 | 66 | 70 | 61 |
| 2 | 40.00 | 11.11 | 9.38 | 40.00 | 34.92 | 28.13 | 13.75 | 25.40 | 32.81 | * | 28.57 | 29.69 | 80 | 63 | 64 |
| 3 | * | 0.00 | 1.47 | 23.73 | 40.91 | 16.18 | 49.15 | 38.64 | 52.94 | 22.03 | 20.45 | 29.41 | 59 | 44 | 68 |
| 4 | * | 6.12 | 7.02 | 48.28 | 34.69 | 10.53 | 32.76 | 48.98 | 36.84 | * | 10.20 | 45.61 | 58 | 49 | 57 |
| 5 | 31.71 | 2.86 | 4.55 | 34.15 | 14.29 | 9.09 | 29.27 | 71.43 | 56.82 | * | 11.43 | 29.55 | 41 | 35 | 44 |
| 6 | | 3.57 | 0.00 | * | 25.00 | 6.67 | 51.61 | 67.86 | 40.00 | * | 3.57 | 53.33 | 31 | 28 | 30 |
| 7 | * | 6.25 | 2.94 | * | 28.13 | 26.47 | 43.33 | 56.25 | 41.18 | * | 9.38 | 29.41 | 30 | 32 | 34 |
| 8 | * | 4.00 | 9.09 | * | 40.00 | 31.82 | * | 52.00 | 31.82 | * | 4.00 | 27.27 | 12 | 25 | 22 |
| All Grades | 20.22 | 5.73 | 4.63 | 30.22 | 32.22 | 18.78 | 33.78 | 45.82 | 40.98 | 15.78 | 16.23 | 35.61 | 450 | 419 | 410 |

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 | 52.05 | 8.22 | 16.67 | 41.10 | 84.93 | 70.00 | * | 6.85 | 13.33 | 73 | 73 | 30 |
| 1 | 46.97 | 52.86 | 47.54 | 40.91 | 38.57 | 45.90 | * | 8.57 | 6.56 | 66 | 70 | 61 |
| 2 | 72.50 | 41.27 | 26.98 | 26.25 | 52.38 | 68.25 | * | 6.35 | 4.76 | 80 | 63 | 63 |
| 3 | 18.64 | 15.91 | 17.65 | 72.88 | 61.36 | 61.76 | * | 22.73 | 20.59 | 59 | 44 | 68 |
| 4 | 29.31 | 26.53 | 26.32 | 60.34 | 61.22 | 49.12 | * | 12.24 | 24.56 | 58 | 49 | 57 |
| 5 | 60.98 | 5.71 | 11.36 | 36.59 | 91.43 | 63.64 | * | 2.86 | 25.00 | 41 | 35 | 44 |
| 6 | * | 14.29 | 13.33 | 83.87 | 75.00 | 53.33 | * | 10.71 | 33.33 | 31 | 28 | 30 |
| 7 | 40.00 | 0.00 | 2.94 | 53.33 | 62.50 | 67.65 | * | 37.50 | 29.41 | 30 | 32 | 34 |
| 8 | * | 12.00 | 9.09 | * | 80.00 | 72.73 | * | 8.00 | 18.18 | 12 | 25 | 22 |
| All Grades | 44.67 | 23.39 | 22.00 | 48.44 | 64.92 | 59.90 | 6.89 | 11.69 | 18.09 | 450 | 419 | 409 |

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 | 31.51 | 24.66 | 23.33 | 57.53 | 60.27 | 53.33 | * | 15.07 | 23.33 | 73 | 73 | 30 |
| 1 | 27.27 | 4.29 | 13.11 | 50.00 | 81.43 | 62.30 | 22.73 | 14.29 | 24.59 | 66 | 70 | 61 |
| 2 | 56.25 | 15.87 | 25.00 | 40.00 | 68.25 | 62.50 | * | 15.87 | 12.50 | 80 | 63 | 64 |
| 3 | 33.90 | 31.82 | 41.79 | 42.37 | 50.00 | 47.76 | 23.73 | 18.18 | 10.45 | 59 | 44 | 67 |
| 4 | 36.21 | 38.78 | 37.04 | 53.45 | 53.06 | 46.30 | * | 8.16 | 16.67 | 58 | 49 | 54 |
| 5 | 43.90 | 62.86 | 56.10 | 53.66 | 34.29 | 34.15 | * | 2.86 | 9.76 | 41 | 35 | 41 |
| 6 | 48.39 | 60.71 | 56.67 | 51.61 | 35.71 | 40.00 | | 3.57 | 3.33 | 31 | 28 | 30 |
| 7 | 46.67 | 68.75 | 50.00 | 53.33 | 31.25 | 46.88 | | 0.00 | 3.13 | 30 | 32 | 32 |
| 8 | * | 60.00 | 63.64 | * | 36.00 | 36.36 | * | 4.00 | 0.00 | 12 | 25 | 22 |
| All Grades | 40.44 | 33.41 | 37.16 | 48.89 | 55.61 | 49.88 | 10.67 | 10.98 | 12.97 | 450 | 419 | 401 |

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 | 21.92 | 4.11 | 3.33 | 69.86 | 84.93 | 66.67 | * | 10.96 | 30.00 | 73 | 73 | 30 |
| 1 | 22.73 | 30.00 | 16.39 | 46.97 | 41.43 | 42.62 | 30.30 | 28.57 | 40.98 | 66 | 70 | 61 |
| 2 | 50.00 | 6.35 | 14.29 | 41.25 | 63.49 | 61.90 | * | 30.16 | 23.81 | 80 | 63 | 63 |
| 3 | * | 2.27 | 2.94 | 55.93 | 68.18 | 57.35 | 38.98 | 29.55 | 39.71 | 59 | 44 | 68 |
| 4 | * | 2.04 | 5.26 | 74.14 | 79.59 | 40.35 | 20.69 | 18.37 | 54.39 | 58 | 49 | 57 |
| 5 | * | 5.71 | 9.09 | 70.73 | 80.00 | 54.55 | * | 14.29 | 36.36 | 41 | 35 | 44 |
| 6 | | 0.00 | 0.00 | * | 53.57 | 26.67 | 80.65 | 46.43 | 73.33 | 31 | 28 | 30 |
| 7 | * | 9.38 | 17.65 | * | 43.75 | 32.35 | 60.00 | 46.88 | 50.00 | 30 | 32 | 34 |
| 8 | * | 4.00 | 18.18 | * | 64.00 | 27.27 | * | 32.00 | 54.55 | 12 | 25 | 22 |
| All Grades | 20.22 | 8.59 | 9.54 | 52.67 | 65.16 | 47.92 | 27.11 | 26.25 | 42.54 | 450 | 419 | 409 |

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 | 53.42 | 30.14 | 10.00 | 38.36 | 63.01 | 63.33 | * | 6.85 | 26.67 | 73 | 73 | 30 |
| 1 | * | 4.29 | 3.28 | 53.03 | 70.00 | 52.46 | 39.39 | 25.71 | 44.26 | 66 | 70 | 61 |
| 2 | 35.00 | 14.29 | 9.52 | 60.00 | 57.14 | 52.38 | * | 28.57 | 38.10 | 80 | 63 | 63 |
| 3 | 23.73 | 15.91 | 10.29 | 67.80 | 68.18 | 58.82 | * | 15.91 | 30.88 | 59 | 44 | 68 |
| 4 | 39.66 | 18.37 | 7.02 | 53.45 | 73.47 | 63.16 | * | 8.16 | 29.82 | 58 | 49 | 57 |
| 5 | 53.66 | 5.71 | 2.27 | 43.90 | 91.43 | 79.55 | * | 2.86 | 18.18 | 41 | 35 | 44 |
| 6 | * | 32.14 | 10.00 | 74.19 | 67.86 | 76.67 | | 0.00 | 13.33 | 31 | 28 | 30 |
| 7 | * | 6.25 | 5.88 | 80.00 | 93.75 | 88.24 | * | 0.00 | 5.88 | 30 | 32 | 34 |
| 8 | * | 4.00 | 9.09 | * | 92.00 | 86.36 | * | 4.00 | 4.55 | 12 | 25 | 22 |
| All Grades | 32.67 | 15.27 | 7.33 | 56.67 | 71.84 | 65.28 | 10.67 | 12.89 | 27.38 | 450 | 419 | 409 |

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:

It is important to note that due to the COVID-19 Pandemic, the English Language Development Test (ELPAC) assessment was not administered during the 2019-2020 school year. The results from the 2020-2021 school year have not been received yet. As a result, ELPAC results discussed and analyzed are those from the previous school year. English Language Learners continue to be a significant portion (45%) of our school demographics. The three areas the data shows as areas need to improve are: Written Language, Writing Level, and Reading Level. Beginning level scores in upper grades, especially for students that have been at our school for multiple years,

shows a need to provide explicit instruction in vocabulary. Multiple exposures to key vocabulary are needed in order for this vocabulary to become part of the students' lexicon and allow for the students to transfer it to written language. The data from the previous year also shows that students were able to take the test but shows a need to provide multiple practices and opportunities for students to read narrative and expository text as these are examples of well-developed language skills that are needed to interpret information.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Language Arts and Math

LEA/LCAP Goal

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

Goal 1

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

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|---|---|
| CAASPP ELA. | <p>Percentage of students that Met or Exceeded the standard for the CAASPP ELA for the 2018-2019 school year.</p> <p>3rd grade students had 36% 4th grade students had 25% 5th grade students had 26% 6th grade students had 15% 7th grade students had 25% 8th grade students had 21%</p> | <p>Students will growth by moving one or two levels across the different bands in CAASPP. Increase the number of students meeting and exceeding standards in ELA by 3-5%</p> |
| CAASPP Math | <p>Percentage of students that Met or Exceeded the standard for the CAASPP Math for the 2018-2019 school year.</p> <p>3rd grade students had 34% 4th grade students had 19% 5th grade students had 8% 6th grade students had 6%</p> | <p>Students will growth by moving one or two levels across the different bands in CAASPP. Increase the number of students meeting and exceeding standards in Math by 3-5%</p> |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|--|---|
| | 7th grade students had 6% 8th grade students had 4% | |
| STAR 360 ELA and Early Literacy STAR 360 SLA | <p>The percentage of students who scored At or Above on the Spring 2022 Benchmark:</p> <ul style="list-style-type: none"> Kindergarten - 41% 1st grade - 22% 2nd grade - 45% 3rd grade - 27% 4th grade - 35% 5th grade - 13% 6th grade – 8% 7th grade – 27% 8th grade - 17% <p>The percentage of students who scored At or Above on the Spring 2022 Benchmark:</p> <ul style="list-style-type: none"> Kindergarten - 61% 1st grade - 59% 2nd grade - 56% 3rd grade - 46% 4th grade - 29% 5th grade - 23% 6th grade – 45% 7th grade – 59% 8th grade - 55% | <p>Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 ELA. The percentage of students who will score At or Above benchmark will increase by:</p> <ul style="list-style-type: none"> Kindergarten - 15% 1st grade - 25% 2nd grade - 10% 3rd grade - 35% 4th grade - 30% 5th grade - 30% 6th grade – 16% 7th grade – 10% 8th grade - 20% <p>Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 SLA. The percentage of students who will score At or Above benchmark will increase by:</p> <ul style="list-style-type: none"> Kindergarten - 15% 1st grade - 25% 2nd grade - 10% 3rd grade - 45% 4th grade - 30% 5th grade - 30% 6th grade – 16% 7th grade – 10% 8th grade - 10% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------------|---|--|
| STAR 360 Math | <p>The percentage of students who scored At or Above on the Spring 2022 Benchmark:</p> <p>1st grade - 47% 2nd grade - 56% 3rd grade - 36% 4th grade - 46% 5th grade - 25% 6th grade - 35% 7th grade - 17% 8th grade - 2%</p> | <p>Students will demonstrate growth by moving at least one or two levels across the different bands on STAR 360 Math. The percentage of students who will score At or Above benchmark will increase by:</p> <p>1st grade - 25% 2nd grade - 10% 3rd grade - 55% 4th grade - 30% 5th grade - 30% 6th grade - 13% 7th grade - 7% 8th grade - 15%</p> |
| ELPAC/Reclassification | 44 students met reclassification criteria in 2021-2022 based on scores from 2020-2021 data and district benchmarks. | The reclassification rate will increase by at least 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

Teachers and administrator(s) will support delivery of best first instructional practices to increase student achievement in Literacy, Writing, ELD and Math by collaborating; discussing and analyzing data; using best first instruction practices and lesson delivery; and implementing on-line practice of SBAC sample questions. Teachers will administer on-line Interim Assessment Blocks (IABs) at least three times a year for third through eight grade.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
Curriculum

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, but emphasis placed on English Learners and SED students

Strategy/Activity

AVID electives (2) will be available for grades 6-8 to promote college readiness and implementation of AVID strategies: binder checks, Cornell Notes and WICOR Strategies. AVID Tutors will support AVID strategies in the elective classes. Field trips (virtual) or in person if permitted to local colleges and universities will support college readiness and create a college atmosphere on campus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3000

LCFF
4000-4999: Books And Supplies
Materials and Supplies - Cost of binders and
AVID Supplies

District Funded
AVID Tutors

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

Provide art enrichment opportunities for students during school and after school, including SEL activities through contract providers to supplement instruction (such as but not limited to: Artist in the Classroom, Art Trek, Hip Hop Mindset and Focus on the Masters to support Strand Focus.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

25,000

Source(s)

Title I
5000-5999: Services And Other Operating Expenditures

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

Provide print materials and supplemental curricular materials to support and enrich core language arts and math instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
Maintenance Agreements--laminator, duplo, copy machines

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.

English Learners

Strategy/Activity

Teachers will meet during PLC every other Tuesday to monitor student progress and develop appropriate action plans for instruction for English Learners and review ELD Curriculum to enhance ELD and attend professional development to enhance ELD strategies. Teacher will also collaborate every Wednesday as part of banking of minutes agreement.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

2000.96

Title III
1000-1999: Certificated Personnel Salaries
Conferences- Teacher professional
development

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

Hire one Instructional Support Providers to support/provide interventions to 5th-8th Grade LTELs and ELs/DLI students in small groups and support After school Homework and tutoring for student in ELA, Math, and 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)

23998

Title III
1000-1999: Certificated Personnel Salaries
Instructional Support Provider (6-8)- Intervention
support in classrooms

6684.04

Title III
3000-3999: Employee Benefits
Instructional Support Provider Benefits

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

Materials and supplies will be purchased to support the instructional program in all areas (including, but not limited to books, furniture, computer/iPad supplies, copies, any dues or memberships, and shredding 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)

| | |
|-------|---|
| 35299 | LCFF 4000-4999: Books And Supplies Materials and Supplies |
| 10000 | Title I 4000-4999: Books And Supplies Warehouse Charges and Materials and Supplies |
| 4014 | Title III Books other than textbooks |
| 3000 | LCFF 5000-5999: Services And Other Operating Expenditures Publications - Graphics for School |
| 25833 | LCFF 4000-4999: Books And Supplies Warehouse Charges |

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.

This goal pertains to all students with a focus on English Learners and Migrant Students

Strategy/Activity

Provide training and instructional materials to support the 50/50 DLI program implementation and Middle School DLI 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 Professional development and Curriculum DLI Unit Resources and Support by EL TOSA |
|--|---|

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

Ongoing student progress monitoring in ELA and Math will include LLI, ST Math, Lexia, STAR 360, AR, and curriculum-based assessments (CBMs)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 Lexia - Differentiated literacy instruction |
| | District Funded AR - Monitor independent reading practice |
| | District Funded Curriculum |
| | District Funded STAR 360 |
| | District Funded LLI Program |
| | District Funded ST Math |
| | District Funded MyOn - Access to digital library of books |

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

Implementation of systematic instruction of CCSS ELA, Math and ELD using district adopted curriculum materials and supplemental supplies that support mastery of standards/skills.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
4000-4999: Books And Supplies
Curriculum

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

Strategy/Activity

Provide Tutoring opportunities focused on skills measured on IAB's, previous CAASPP data, ELPAC/ELD and Star assessments. Data will be used to monitor EL students' progress towards mastery of ELA, Math and ELD standards and interventions/enrichment opportunities during integrated and designated ELD time. These opportunities will decrease the number of LTEL's and increase the number of Reclassified students and improve academic support and achievement of Foster and Homeless students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ASES
After School Program

10000

LCFF
1000-1999: Certificated Personnel Salaries
Teacher Extra Help - After School Tutoring, clubs

10000

Title I
1000-1999: Certificated Personnel Salaries
Teacher Extra Help-After School Tutoring, clubs

5000

Title III
1000-1999: Certificated Personnel Salaries
Teacher Extra Help - After School Tutoring See Activity

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

Professional development opportunities for all teachers in ELA, Math, ELD, DLI to fully implement the curriculum throughout the school year and including the District Summer Professional Development.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| | |
|--|---|
| | District Funded |
| | Professional development opportunities for teachers |
| | Curriculum - See Strategy/Activity #1 |

Strategy/Activity 13

Students to be Served by this Strategy/Activity

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

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

English Learners and Migrant Students

Strategy/Activity

Ensure and monitor designated English Language Development is provide daily for English Learner students through classroom walk-troughs, schedules and progress monitoring Admin/teacher ongoing meetings.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Strategy/Activity 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

STAR 360 ELA and Math assessments will be administered four times per year to monitor student growth toward benchmark. Teachers and administrators will analyze the data for growth following

each administration during PLCs every other Tuesday to plan instruction, interventions and monitor progress.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
STAR 360 assessments

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

Site and District Technology Team will support implementation of management system (Canvas) and various learning applications to support a technology-based classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
LMS-Canvas

District Funded
2000-2999: Classified Personnel Salaries
District provided Tech Support

9000

LCFF
4000-4999: Books And Supplies
Headphones, charger ports and Keyboards

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 in DLI classrooms-Focus on English Learners, Migrant students, and SED students.

Strategy/Activity

Provide DLI Classrooms with class library books to support reading in Spanish and improve oracy and literacy skills-Including Intervention

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| | District Funded Renaissance AR Program |
| 4000 | LCFF 4000-4999: Books And Supplies Books other than Textbooks - Spanish Books - culturally relevant, higher level reading, and more options for students |

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 - emphasis on Special Education and English Learners

Strategy/Activity

Technology online subscriptions, licenses and applications will be use to support state standards, intervention programs, enrichment activities and strand focus. (ie. SEGI, IXL, Scholastics News, EPIC, Newsela, Brain Pop)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 | Title I 5000-5999: Services And Other Operating Expenditures Applications/software and licenses |

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

Teachers professional development opportunities to support site strand focus, content areas, and Positive Behavior Intervention Supports (PBIS/CHAMPS) AVID, CABE, and Other conferences

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 5000 | LCFF 5000-5999: Services And Other Operating Expenditures Travel and Conference |
| | District Funded 1000-1999: Certificated Personnel Salaries Professional Development - After School Opportunities - CCSS |
| 2000 | Title III 5000-5999: Services And Other Operating Expenditures Travel and Conference |
| 7000 | Title I 5000-5999: Services And Other Operating Expenditures Travel and Conference |

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

Professional Learning Communities (PLC) professional development on SMART Goals, interventions with focus on First Instruction and Tier I Interventions during PLC meetings- via Consulting Services and/or school site based.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| | Teacher Collaboration - See Activity #11 |

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

Hire three Instructional Assistants to support students, (two 8 hour) in grades Kinder- 3rd with foundational skills in ELA, Math, and ELD and one school funded to support LTELs in Grades 6-8 during core academics.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

24934

District Funded

2 Instructional Assistants for K-3 classes.

LCFF - Intervention

2000-2999: Classified Personnel Salaries
Instructional Assistant in Grades 6-8

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, but emphasis on English Learners and Migrant students

Strategy/Activity

Dual Language Immersion Teachers will collaborate to implement district adopted curriculum for Spanish and English language instruction. Teachers will review, plan and map out units, attend Biliteracy professional development, and be supported though DLI Walkthroughs and "look-fors" in the classroom.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 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, but emphasis for student GATE, Foster, Homeless, SED, and English Learners, Special Education

Strategy/Activity

Provide ongoing incentives for academics and behavior to recognize student achievement and engagement through the PBIS Cougar Student Incentives Program/Student Store. (School Counselor and ORC will support with student incentive program)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000

Source(s)

LCFF
4000-4999: Books And Supplies
Materials and Supplies - Incentives - See
Strategy #7

District Funded

ORC and School Counselor

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 after school clubs for students to participate in strand focus and other enrichment activities in both K-5 and Middle School grades.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

4000

Source(s)

LCFF
1000-1999: Certificated Personnel Salaries
Teacher Extra Hours - See Activity #11

3000

LCFF

| | |
|--|---|
| | 5000-5999: Services And Other Operating Expenditures Service, Entrance fees - Robotics competition and Field Trip admission fees |
| | Materials and Supplies for Clubs - See Activity #7 |

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-emphasis and ELS and Special Education

Strategy/Activity

Progress monitoring via MTSS, SST - Tier I and Tier II interventions, Teacher-Principal conferences and Hold IEP 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.

| | |
|-------|--|
| 10000 | Title I 1000-1999: Certificated Personnel Salaries Teacher Substitute/Floaters |
| 4610 | Title I 3000-3999: Employee Benefits Teacher substitute/Floaters-Including Activity #11 |
| 10000 | LCFF 1000-1999: Certificated Personnel Salaries Teacher substitute/Floaters |
| 5763 | LCFF 1000-1999: Certificated Personnel Salaries Teacher substitute/Floaters-Including Activity #11 |

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 Star Reading, Star Math and Star Early Literacy assessment will be administered four times year. This data will be used to discuss mastery of skills, plan instruction and create intervention groups (Use CBM in 2-5 as needed to monitor interventions and progress).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded

No additional cost CBM Part of Renaissance Assessments

Strategy/Activity 26

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Site based-Teacher professional mentors in designated curriculum and/or Apps to provided one-on-one and Staff Professional development and Support (ie. Lexia, ST Math, Canvas, MyOn, Renaissances, DLI, provided by school site teachers).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF

1000-1999: Certificated Personnel Salaries
See Activity #11

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.

English Learners

Strategy/Activity

Teachers will receive professional development for ELD curriculum and implementation. Content area teachers will receive professional development in Math, Science and Social Studies for English Language Development.(including PD on English 3D) provided by district and school site.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

[Empty box for Amount(s)]

District Funded
No additional cost

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, but emphasis placed on English Learners and SED students

Strategy/Activity

Professional development for AVID teachers and administration and other professional development opportunities to support student learning(AVID Summer Institute).

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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
AVID Summer Institute - 3 employees (2 Teachers and 1 Admin)

[Empty box for Amount(s)]

Travel and Conference - See Strategy #19

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.

English Learners

Strategy/Activity

Conduct Student Reclassification Conferences with students in (3-8) after each progress monitoring period to ensure students understand the reclassification process and importance of reclassification in Middle school and before high school. Provide recognition to students who have met reclassification criteria.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Materials and Supplies - Recognition Night for Reclassification See Activity #8

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

Provide (virtual and in-person) field trips and enrichment opportunities to support language arts, science, social studies and Strand Focus (Environmental Studies).

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

6059

Title I
5000-5999: Services And Other Operating Expenditures
Fieldtrip-Transportation

5000

LCFF
5000-5999: Services And Other Operating Expenditures
Service, Entrance Fees - Field Trips (Virtual - See Goal 1, Activity 19

5000

Title I
5000-5999: Services And Other Operating Expenditures
Entrance fees

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-Focus on English Learners, Migrant, SED, Foster, Homeless.

Strategy/Activity

Literacy Teacher to provide reading intervention using the LLI program - (K-5 Grades)

Proposed Expenditures for this Strategy/Activity

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

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- Emphasis GATE, English Learners, Special Education, Foster, Homeless.

Strategy/Activity

Participation in Robotics Team competitions for various grades to challenge them to innovate and come up with solutions. Team will compete in various competitions including First Lego League where they program an autonomous robot and look to solve a real-world problem that they have identified.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000-1999: Certificated Personnel Salaries
Teacher Extra Help and Materials - See Goal 1
Activity #8 and #11

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

Strategy/Activity

Reading, Math, Technology and New Report Cards family nights for students and parents to gain strategies for foundation skills and understand the new report card - can be virtual or in-person depending on health and district COVID-19 guidelines.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| | 1000-1999: Certificated Personnel Salaries Teacher Extra Help - See Activity #11 |
| | 4000-4999: Books And Supplies Materials and Supplies - See Activity #8 |

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.

More focus and dedication is needed on the CCSS curriculum and best first instruction. The 2021–2022 school year presented a unique set of opportunities and challenges due to the disruption to instruction in spring 2021 and as well as the uncertainty associated with what the return to in person school instruction. The data Distance Learning showed our students' reading range between 1/4th and 1/3rd on grade level, which is an indication that we needed to reassess this school year how we are instructing our students back for in person instruction and what they are being asked to do. The data from this school year during the school year showed a steady increase in student performance in the district benchmarks. A strong focus and emphasis on first instruction is needed in each grade to ensure the standards are being taught in a clear and intentional method. Most critically, the post pandemic times have further illuminated the importance of differentiation and Tier I and Tier II Instruction in all grades. Rich, engaging instruction at grade level is critical to student mastery and engagement. The importance of vertical planning and grade level collaboration in Math would create consistency across the board and build on concepts as students move through in each grade level and the standards. Teachers will need to focus on Priority Standards in ELA and Math to ensure equitable instruction that support all students. Socio Emotional Learning needs to be a priority in ensuring students can continue to focus on the learning. Based on prior CAASPP and STAR 360 data results, Reading, specifically, Reading Comprehension, needs to be an emphasis. Real-life application and open-ended questions and problems and DOK levels will allow for deeper understanding and connection to the standard.

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

Last year, the greatest difference in the intent of the goal and the actual implementation was uncertainty and social emotional needs of students and learning loss experienced due to the ongoing pandemic and post pandemic. Many of the actions that would have been actualized were

to occur in the Spring and therefore some data and actions were not fully completed. With uncertainty during the post pandemic times, the numbers of students who return for In-Person learning increased but faced adjustments difficulties and building connections/relationships challenges. Many of the intended implementation and the budgeted this current school year whether in person continues to be affected by the post pandemic times and the availability of personnel aligned to some outline actions , the health regulations and guidelines, and working with students who opted for independent studies.

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 disruptions caused by COVID-19 pandemic, the learning loss and post pandemic opportunities that occurred for most students. Changes to the outcomes were made in accordance to specific data analysis of each metric indicators. STAR 360 in both ELA and Math will look at student proficiency levels during the fall, spring, winter and the end of the school year. This will allow for constant analysis of growth and show academic progress in the given school year. The overall metric of English Learners remained relatively the same, but the outcome changed based on the lack of data from the 2019-2020 and 2020-2021 school years and opportunities to take the CAASPP, ELPAC and reclassify. 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. Intervention provider were available to be hire due to lack of candidates to help with reading and work with long term English learners. Paraeducators were hired to help with primary grades and allow for more differentiation and small groups or on a one to one basis, paraprofessional was hired to support LTELs and ELs in grades 6-8 with language in the content areas.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Social Emotional Support and School Climate

LEA/LCAP Goal

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

Goal 2

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

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---------------------|---|---|
| Suspension Data | The CA Dashboard does not have data for the 2020-2021 school year. The number of suspension for 2021-2022 school year was 55 | Suspension rates will decrease to 20% or lower. |
| Attendance Data | The CA Dashboard does not have data for the 2020-2021 school year. For 2021-2022, 97 students had chronic absenteeism. | The number of students with chronic absenteeism will decrease by 5% to 7%. |
| Panorama SEL Survey | The Panorama SEL Survey from Spring 2022 is used to calculate school climate and student well-being. The following indicators were reported 63% of students in the 3rd-5th grade feel a sense of belonging at school. 39% of students in the 6th-8th grade feel a sense of belonging at school. | The percentage of students will increase in feeling a sense of belonging: 3rd-5th grade - 20% 6th-8th grade - 20% |

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|------------------|-------------------------|------------------|
| | | |

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Site counselor will assist parents and students in crisis and trauma. Support teachers with SEL lessons and student behavior with conflict resolution strategies, social skills groups, restorative circles .

Proposed Expenditures for this Strategy/Activity

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

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

The PBIS Committee will evaluate and refine the MTSS Pyramid, provide recommendations and supports to teachers for students' classroom behavior needs.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

No additional cost

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Safety Team will revise and fully implement Comprehensive Safe School Plan. Staff will receive professional development for first aid and safety. Students and staff will participate in:

- Monthly fire drills
- Lockdown drills; Priority 1 & 2
- Earthquake drills
- Annual evacuation drill

Proposed Expenditures for this Strategy/Activity

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

Provide professional development and support to all staff in PBIS/CHAMPS to ensure students receive positive behavior support. All staff working with students with special needs will receive NCPI training.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

District Funded
NCPI Professional development

District Funded

| | |
|-----|--|
| | PBIS - Professional Development Workshops |
| 500 | LCFF 2000-2999: Classified Personnel Salaries Instructional Assistants Extra Hours |

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 - emphasis for Homeless, SED and English Learners

Strategy/Activity

Attendance incentives to encourage daily attendance and reduce tardiness. Emphasis placed on attendance and chronic absenteeism.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 5000 | LCFF 4000-4999: Books And Supplies Materials and Supplies - Incentives See Goal 1 Strategy #11 |

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

Employ Campus Assistants to monitor safety on campus , including all buildings, and reduce student tardiness throughout entire school day & hire an additional 5 hour Limited Term campus assistant to provide additional students supervision at lunch and recess times and during passing periods in grades 6-8.

Proposed Expenditures for this Strategy/Activity

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

| | |
|-------|---|
| | 7 Campus Supervisors |
| 30091 | LCFF 2000-2999: Classified Personnel Salaries Campus Assistant Extra support-Limited Term Position 5 hours and Employee Benefits |
| 836 | LCFF 2000-2999: Classified Personnel Salaries Playground aides-Contract Positions |

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, but emphasis placed on special population groups to ensure we are meeting their needs in relation to school support.

Strategy/Activity

Student discipline data will be monitored with the PBIS Team and during grade level meetings to plan and provide student intervention and supports.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 8

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

SST Team will meet often to discuss student needs/progress based on teacher referrals. Teacher will be trained and use SMART goals and data collection for intervention. Strategies will be developed and implemented in the classroom as part of First Instruction.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ORC - See Goal 1 Activity #24

Counselor - See Goal 2 Activity #1

Teacher Substitute/Floater - See Goal 1 Activity #11

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

Conduct survey with students and staff regarding CHAMPS and PBIS. Feedback will be used to guide the committees in developing an action plan for the 2022-2023 school year inclusive of building a school-wide positive culture for students and staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

See Goal 1-Materials and Supplies

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

Provide on-site counseling and support services for students through school counselor and/or outside agencies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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- See Goal 2 Activity #1 |
| | Materials and Supplies - See Activity #6 |

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 special population groups, including students with IEPs transitioning to Middle School and High School

Strategy/Activity

Ensure Middle School 8th grade students successful transition to high school with transition meetings between the high school district and the 8th grade teachers as well as 5th grade students transitioning to the middle school setting and students entering Kindergarten.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| | 1000-1999: Certificated Personnel Salaries See Goal 1, Activity #11 |

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

Hold end of trimester awards assemblies to recognize students who achieve academic and behavior goals as well as display school core values in the classroom. (6-8 Middle school evening award ceremony).

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--|
| | Materials and Supplies - See Goal 1 - Activity #24 |
| | 5000-5999: Services And Other Operating Expenditures |

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

Staff will receive disaster preparedness training on Seizures, EpiPen, Health needs, mandated reporter and COVID-19 guidelines. Monthly drills will occur for staff and students to train for a emergency situations including the California Shake Out, Fire and Lock Down Drills as well as practice of Healthy guidelines.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|--------------------|
| | No additional cost |

Strategy/Activity 14

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

ASB class offered for 7th-8th Grade students to participate in developing leadership skills. These student leadership groups will participate in activities to promote awareness of tobacco usage, drugs and alcohol, and promote school spirit on campus. They will plan Red Ribbon, Kindness Week and other schoolwide Spirit Week activities for grades K-8.

Proposed Expenditures for this Strategy/Activity

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

Continued PBIS/CHAMPS implementation campus wide. The PBIS Team will meet monthly to discuss next steps for campus wide implementation and teacher requests for behavior support. Seek PBIS recognition for 2022-2023 PBIS implementation.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Materials and Supplies - Goal 1 - Action #8 and #24

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

All students

Strategy/Activity

Students in grades 3-8 to complete Panorama in addition to school survey about playground activities that they would like to have in place at school. Curren will provide opportunities for students to participate in at lunch time enrichment activities organized by ORC and 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)

Materials and Supplies - See Goal 1, Activity #7

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

Teachers and School Counselor to provide SEL lesson to address student socio emotional needs during the morning check-in for K-5 and Advisory for Middle School. Use research-based programs and assemblies that tie into the social-emotional well-being of students to create a learning environment that is safe, drug-free and conducive to learning.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Services, Entrance Fees, Operations - See Goal 1, Activity #8

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

PBIS/CHAMPS team collaboration to address school's culture and climate needs, create a service plan and steps for improvement. CHAMPS team will monitor student discipline data throughout the year. Frequent student referrals may warrant counselor intervention and/or parent and teacher 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)

300

Source(s)

LCFF
5000-5999: Services And Other Operating Expenditures
Services, Entrance Fees, Operations -

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 based on the specific metrics, due to the current pandemic/post pandemic challenges. There was no California Dashboard data on suspension rates last school year, nevertheless, we used school data on suspensions from the school year 2021-2022. We were able to administer the Panorama Survey with all students for the 2021-2022 school year. The goals remain the same for this year but emphasis on improving in person attendance following COVID-19 post pandemic by placing strong adherence the guidelines with emphasis on attendance. The school will need to adjust and modify the implementation of PBIS/CHAMPS initiatives in the classroom to meet the social emotional needs of students back to in person learning. Suspension rates and school safety all tie into a need to improve on a positive school culture, student connectedness and providing social emotional supports to students having challenges with back to in person instruction. Also the need to offer students multiple opportunities to engage socially with other students and enrichment opportunities during the school day and other times, with a greatest emphasis placed on school connectedness, and the students' social/emotional well-being needs due to the post pandemic; which has restricted full access with connectedness while students returned to in person instruction.

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 ability to hire campus supervisors to help monitor the campus throughout the day and improve school safety and culture. The allotted amount was \$24000, but the process was delayed due to availability of candidates and extra hours/persons were not able to begin working until after late February 2022. Planned in person assemblies for the spring and end of year promotion was modified in accordance with the ongoing post COVID-19 pandemic and in following all recommended guidelines.

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.

Based on the limited student data from this past year, it was difficult to measure improvements and needs for this upcoming year as students have been adjusting to a new learning environment since the start of the epidemic and and post pandemic times and back to in person instruction for school year 2021-2022. Many of the strategies and activities will be in placed this current school year in addition to an emphasis on providing the supports for the social emotional needs of students. We will need to be modify our instructional and intentional approach to instruction and/or adjusted it to meet the needs of all students as they adjust to in person learning, as well as for those who have opted for independent studies during and post pandemic times. The school will continue to explore intentional ways to increase school connectivity for all students whether they are in person instruction or independent studies. Enrichment opportunities will be offered during the school day and after the school to provide opportunities for all students to participate.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Parent and Family Engagement

LEA/LCAP Goal

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

Goal 3

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

Identified Need

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

Annual Measurable Outcomes

| Metric/Indicator | Baseline/Actual Outcome | Expected Outcome |
|---|---|---|
| English Learner Parent Needs Survey | 2020-2021 will be the baseline for this data as the Needs survey was unable to be completed due to COVID-19 Pandemic and school closures. | 2020-2021 will be the baseline for this data. |
| Average attendance at ELAC Meetings | An average of 20 to 30 parents attended ELAC Virtual Zoom Meetings. | Attendance will increase by 15% at ELAC Meetings this year. |
| Coffee with the Principal | An average of 15 to 20 people attended Coffee Chats with the Principal | Attendance will increase by 15% at Coffee with the Principal this year. |
| Parent attendance at Back to School Night | 275 of parents attended Virtual Back to School Night | Attendance will increase by 10% for Back to School Nights |

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

The school site will provide parent informational meetings/videos including: My Body Belongs to Me, Loving Solutions, Project 2 Inspire, and Technology/ Internet Safety - including LMS Canvas, ST Math, Lexia.

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| 2000 | LCFF 2000-2999: Classified Personnel Salaries ORC - See Goal 1 Activity #24 |
| | Counselor - See Goal 2 Activity #1 |
| | Materials and Supplies - See Goal 1 Activity #1 |

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

Host parents for culturally relevant events, Reading and Math nights, AVID Parent Night, High School Transition 8th grade parent meeting, technology safety training, Talent Show, and Winter Program, Día de Los Muertos, incoming Kindergarten and DLI informational 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) |
|-----------|--|
| | Materials & Supplies See Goal 1, Activity #7 |

Campus Assistant Extra Help - See Goal 2, Activity #6

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

Welcome Back to School Information meetings will be held this school year - (meet and greet 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)

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

Parent Orientation for incoming Kinder students and 5th grade students transitioning to middle school. Parents learn about student expectations and parent involvement opportunities.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000-1999: Certificated Personnel Salaries
See Goal 1 Activity #11

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

Update Parent - Student Compact and Parent Involvement Policy. Share documents with all parent committees and stakeholders from the community at start of school year and update for new 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)

No additional cost

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 and Migrants

Strategy/Activity

Parents will be invited to Fall Parent Conferences for all students. Spring Parent Conferences will be held for students at-risk of not meeting grade level standards and Reclassification Meetings. Provide Translators for parents of EL students for meetings as needed. Office Staff to provide extra support for parents during conference and through the 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)

43

Title III
2000-2999: Classified Personnel Salaries
Classified translators Extra hours and
employee benefits

3000

LCFF
2000-2999: Classified Personnel Salaries
Classified Staff Extra Hours

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

ORC will coordinate community resources to distribute to families during this school year, in the community fair that is held during Back to School Night.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

ORC - See Goal 1 Activity #24

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

Hold three Title I Meetings to discuss the purpose of Title I funding and how it is used to close the achievement gap for students.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

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 parent involvement opportunities via committee meetings: SSC, PTA and ELAC. Coffee with Principal, Family Nights (in person and/or via Zoom) and attendance CABA local and state conferences.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Materials and Supplies - Refreshments for ELAC - See Goal 1, Activity #7 and Goal 1, Activity 19.

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.

Focused on English Learners and Migrant students

Strategy/Activity

Hold monthly ELAC meetings to provide training and present information related to English Language Learners, LTELs for parent to discuss and support their children at home

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Materials and Supplies - See Goal, 1 Activity #7

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

School counselor will provide parent workshops for high school transition supporting A-G Requirements. (including 5th Grade students transitioning to middle school.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Counselor - See Goal 2 Activity #1

Material and Supplies - See Goal 2 Activity #11

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.

Special Education Students

Strategy/Activity

Encourage parents to participate in the IEP process for students with special needs by scheduling meetings at the times when parents can attend and providing options of in-person or virtual.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

Teacher Substitutes/Floaters - See Goal 1 Activity #8

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

Parents will provide feedback on the academic programs and English Learner needs via the Panorama School Survey, and EL Parent Needs Assessment.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or 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 14**Students to be Served by this Strategy/Activity**

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

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

All students

Strategy/Activity

Encourage parents to participate in Student Success Team meetings to discuss strategies for students academic and social emotional concerns by scheduling meetings when parents can attend a proving the options of in-person and virtual 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)

ORC - See Goal 1 Activity #24

Substitute floaters-See Goal 2 Activity #9

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

Encourage parents to attend monthly Coffee with the Principal meetings to discuss academic programs, safety, community resources and strand focus by scheduling meetings at times when parent can attend, proving information in advance and providing both written and oral notification via Parent Connect, Twitter, School Website and Canvas.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

| | |
|--|--|
| | ORC - See Goal 1 Activity #24 |
| | |
| | Counselor - See Goal 2 Activity #1 |
| | |
| | Material and Supplies - Goal 3 Activity #2 |

Strategy/Activity 16

Students to be Served by this Strategy/Activity

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

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

English Learners and Migrant students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

| Amount(s) | Source(s) |
|-----------|---|
| | Materials And Supplies - See Goal 1 Activity #7 |

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

High school counselors will come to register 8th grade students for high school. Parents will receive information to attend high school transition meetings and orientations. (Including support with Placement 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) |
|-----------|-----------|
| | |

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 students' growth virtually due to the current pandemic/post pandemic guidelines. Parents attended various school events such as Parent/Teacher conferences and Welcome Back virtual events/orientations and Report card webinars. School meetings times were adjusted to meet the needs of families and the numbers increased from previous years (Coffee Chats with the Principal and ELAC). ELAC numbers from 2020-2021 averaged 15 parents. In 2021-2022 it was 22 to 28. Though the numbers did increase, the meetings typically consist of the same participants so more outreach is needed to garner a more diverse group of parents at the various meetings. There is a need to explore more volunteer opportunities on campus to have parents participate in the academic portion of their child's growth and create a community feeling around campus. Parent participation tends to increase for in person meetings, but due to pandemic, all meetings and opportunities were virtual, with the exemption of some events that took place in person as the pandemic guidelines changed.

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

More expenditures need to be budgeted for parents to participate in the IEP process for students with special needs and SST process for students who are being monitored to see academic growth. Due to COVID-19, the budget expenditures for this year may not actually equal the amounts of last year as the process for gathering the IEP team has been different in mostly a virtual setting as opposed to in-person teaching. Nevertheless, parents were offered the opportunity to attend in person IEP and SST meetings following all safety protocols.

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

There are changes to the goal this year as the student came and staff came back to in person instruction. Some actions will need to be modified due to the current changes of the COVID-19 health guidelines. Kinder Orientation, Back To School Night, and Parent conferences were all modified to a choice of in person or virtual setting or held whenever possible in open air spaces as requested by parent or staff members. Coffee Chats with the Principal (Action 14) and ELAC meetings will be both in person and virtual and times were adjusted to work for families to participate and be provided with strategies to help their students at home. The data will be collected to compare from last year as many of the meetings continued to be in a virtual setting. Data will be compared from the previous year with the understanding that the reliability is not completely accurate or a fair assessment of parent involvement metrics from the previous years during and post pandemic.

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 | \$130,929.00 |
| 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 | \$329,965.00 |

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 | \$87,669.00 |
| Title III | \$43,740.00 |

Subtotal of additional federal funds included for this school: \$131,409.00

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 | \$173,622.00 |
| LCFF - Intervention | \$24,934.00 |

Subtotal of state or local funds included for this school: \$198,556.00

Total of federal, state, and/or local funds for this school: \$329,965.00

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 | 87669.00 | 0.00 |
| Title III | 43740.00 | 0.00 |
| LCFF - Intervention | 24934.00 | 0.00 |
| LCFF | 173622.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|---------------------|------------|
| LCFF | 173,622.00 |
| LCFF - Intervention | 24,934.00 |
| Title I | 87,669.00 |
| Title III | 43,740.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|---------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF | 30,763.00 |
| 2000-2999: Classified Personnel Salaries | LCFF | 36,427.00 |
| 4000-4999: Books And Supplies | LCFF | 87,132.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF | 19,300.00 |
| 2000-2999: Classified Personnel Salaries | LCFF - Intervention | 24,934.00 |
| 1000-1999: Certificated Personnel Salaries | Title I | 20,000.00 |
| 3000-3999: Employee Benefits | Title I | 4,610.00 |
| 4000-4999: Books And Supplies | Title I | 10,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I | 53,059.00 |

| | | |
|--|-----------|-----------|
| | Title III | 4,014.00 |
| 1000-1999: Certificated Personnel Salaries | Title III | 30,998.96 |
| 2000-2999: Classified Personnel Salaries | Title III | 43.00 |
| 3000-3999: Employee Benefits | Title III | 6,684.04 |
| 5000-5999: Services And Other Operating Expenditures | Title III | 2,000.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 288,195.00 |
| Goal 2 | 36,727.00 |
| Goal 3 | 5,043.00 |

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 |
|--------------------|----------------------------|
| Pablo Ordaz | Principal |
| Suzanne Meckstroth | Classroom Teacher |
| Ann Marie Newman | Classroom Teacher |
| Rochalle Ford | Classroom Teacher |
| Tony Naranjo | Other School Staff |
| Mariana Coronado | Parent or Community Member |
| Jacqueline Carmona | Parent or Community Member |
| Anabel Gonzalez | Parent or Community Member |
| Olga Lopez | Parent or Community Member |
| Rogelia Ruvalcaba | 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 06/01/2022.

Attested:

| | |
|---|---|
|  | Principal, Pablo Ordaz on 06/02/22 |
|  | SSC Chairperson, Jacqueline Carmona on 06/02/22 |

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](#)

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

Developed by the California Department of Education, January 2019