





BROAD GOAL: Students will achieve at high academic levels in Language Arts and Math.



1.1	<p>CCSS Curriculum & Materials Ensure all students are using CCSS-aligned curriculum by replenishing ELA and math curriculums as needed.</p>	\$10,000.00	 All Students
1.2	<p>ELD Curriculum & Materials Continue to replenish ELD curriculum to ensure English Learners are using designated ELD curriculum aligned to the ELD framework.</p>	\$500.00	 English Learners
1.3	<p>Internet & Instructional Materials Provide internet in home for LI/FHY along with copies of materials that need to be printed, as needed.</p>	\$1,500.00	 Foster Youth Low Income
1.4	<p>PD - Induction Program Ensure that any new teachers complete their school-funded Induction Program.</p>	\$18,000.00	 All Students
1.5	<p>Math Program Analysis Complete analysis of teacher and student supports to increase math achievement. Actions may include:</p> <ul style="list-style-type: none"> • Survey of teacher strengths/needs (self-reporting and observed) • Analytics of usage on website created by math coach • Analytics of usage on supplemental math programs • IXL, Georgia Numeracy, iReady or other math supplemental program usage and achievement correlation data • Professional development • Pilot program for one or more math supplements 	\$7,500.00	 Foster Youth Low Income
1.6	<p>Professional Development Continue to support and grow effective staff by offering professional development and collaboration activities including, but not limited to:</p> <ul style="list-style-type: none"> • providing constructive feedback specifically in writing • vertical collaboration in regards to writing and scoring writing based on schoolwide shared rubrics • use of No Red Ink curriculum in grades 3-8 • Cognitively Guided Instruction with SDSU fellows • ongoing GATE training 	\$13,613.00	 English Learners Foster Youth Low Income



	<ul style="list-style-type: none"> creating time for principals to observe and debrief with teachers as part of ongoing CGI training. Consider recording small group lessons/math talks and using them for discussion across grade levels identifying and closing learning gaps supporting low-performing learners MTSS and tiered supports 		
1.7	<p>UPK Provide increased support for TK students to build foundational literacy skills by allocating one educational facilitator.</p>	\$11,715.00	 All Students
1.8	<p>ParsecGO Utilize ParsecGO data platform to analyze achievement data related to metrics for all student groups and re-evaluate programs, systems and actions as needed.</p>	\$1,000.00	 English Learners Foster Youth Low Income
1.9	<p>Diverse Book Collection Develop a more diverse book collection and obtain culturally relevant texts, in both English and Spanish, to support students' independent reading.</p>	\$500.00	 English Learners
1.10	<p>Technology Purchase/replenish Chromebooks or other technologies to increase student access to:</p> <ul style="list-style-type: none"> supplemental Tier I interventions online NGSS materials online ELD materials art & music curriculum elective courses 	\$10,000.00	 English Learners Foster Youth Low Income






GOAL



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BROAD GOAL: Students grow and thrive through a multi-tiered system of support.






2.1	<p>Local Assessments Administer universal screeners (e.g. NWEA MAP) and local benchmark assessments to identify students in need of Tier 1 and Tier 2 intervention.</p>	\$3,510.00	 English Learners Foster Youth Low Income
2.2	<p>Social Emotional Needs Identify and address students' SEL needs by:</p>	\$9,800.00	



	<ul style="list-style-type: none"> administering the Holistic Student Assessment (HSA) and using data to inform tiered levels of SEL support for all students using Securly data to screen students for any mental health needs in conjunction with ELO Plan allocating a part-time counselor/intervention paraprofessional to provide tiered strategies addressing SEL needs continuing use of Sanford Harmony curriculum for all learners implementation of responsive classroom/morning meetings for K-5 implementation of CPR/Advisory for 6-8 		Low Income
2.3	<p>MTSS Continue to refine and expand the Multi-Tiered System of Support (MTSS) to identify and track LI, FHY, SwD and other at risk students ensuring access to available academic and socio-emotional supports, as needed, such as:</p> <ul style="list-style-type: none"> tutoring & academic enrichment programs/curriculums academic counseling positive behavior interventions and supports mental health services other extracurricular activities. 	\$61,921.00	 Foster Youth Low Income
2.4	<p>EL Coordinator Provide EL coordinator to identify, track and coordinate related services such as:</p> <ul style="list-style-type: none"> Develop Individualized Learning Plan (ILP) for each English learner Coordinate daily designated ELD instruction for ELs online and supplemental oral language component with weekly groups led by a CLAD-credentialed teacher. Monitor effectiveness of EL curriculum. Attend professional development for designated and integrated ELD and the ELD framework and coordinate training for others. Monitor progress of reclassified ELs for a minimum of 3 years. 	\$10,000.00	 English Learners
2.5	<p>FHY Liaison Provide Foster/Homeless Youth Liaison who will:</p> <ul style="list-style-type: none"> Identify and support F/HY, including the development and implementation of an Individualized Learning Plan (ILP). Provide resources/training to all staff as needed 	\$5,000.00	 Foster Youth Low Income
2.6	<p>Parent Participation Provide focus groups/surveys for EL and SwD parent involvement and feedback to inform curriculum, programming and supports.</p>	\$2,500.00	 English Learners
2.7	<p>Collaboration w SELPA Collaborate with the SELPA to ensure progress towards LCAP goals, actions and services.</p>	\$2,500.00	


			Students with Disabilities
2.8	Professional Development - SwD Attend professional development opportunities and other learning activities provided by the SELPA which may include, but are not limited to: <ul style="list-style-type: none"> Disproportionality (i.e. disproportionate representation of specific groups identified as having a disability, or being suspended, etc.) Response to Intervention Instructional strategies Serving students in independent study Performance Indicator Process 	\$500.00	 Students with Disabilities
2.9	Meal Program Offer meal program with two meals/day.	\$5,000.00	 Foster Youth Low Income

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3	FOCUS GOAL: Prepare students for high school and beyond by increasing high school and college readiness activities.		
	3.1	PSAT Fund PSAT for all 8th grade students and help them create a personalized SAT prep plan through College Board and Khan Academy.	\$400.00  All Students
	3.2	College Field Trips Provide field trips to local junior colleges, state universities and/or UC schools.	\$500.00  All Students

GOAL

4	MAINTENANCE GOAL: Students continue to have access to an engaging, safe, clean, and healthy learning environment.		
	4.1	Safety Maintain a safe, clean, functional school climate by: <ul style="list-style-type: none"> Continuing to purchase Securly for Chromebooks Continuing annual trainings for staff (mandated reporter, active shooter training, drills, etc.) Continuing and acting on yearly facilities inspection 	\$3,000.00  All Students

4.2	Stakeholder surveys Continue to administer annual surveys regarding school climate and effectiveness to all stakeholders.	\$2,500.00	 All Students
4.3	Family engagement Continue to provide parents and students with numerous opportunities to be involved at the school including Parent/Teacher Organizations and schoolwide events.	\$150.00	 All Students
4.4	Highly Qualified Teachers Continue to monitor teacher credentialing and assignments through CALPADS and CalSAAS to ensure all students have appropriately assigned, highly qualified teachers.	\$2,500.00	 All Students
4.5	Maintenance of Data Continue to maintain current rates for all student groups by monitoring data and re-evaluating programs and systems as needed: <ul style="list-style-type: none"> • Chronic Absenteeism • Suspension & Expulsion Rate • Middle School Dropout Rate 	\$2,500.00	 English Learners Foster Youth Low Income
4.6	CLAD Certification Continue to screen and require all new teacher candidates to hold a CLAD certificate before employment is offered.	\$2,500.00	 English Learners
4.7	Programs & Services Continue to provide programs & services for English Learners, At Risk Students, and Students w Disabilities such that: <ul style="list-style-type: none"> • students have access to a broad course of study • students have quality services • students have personalized schedules, curriculum and services, where possible, to meet their needs and goals 	\$2,000.00	 English Learners