THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT AUDUBON K-8 SCHOOL

2022-23

37-68338-6039143
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the following person:

Principal: Suanico, Timothy
Contact Person: Suanico, Timothy
Position: Principal
Telephone Number: 619/344-5800;
Address: 8111 San Vicente St, Audubon K-8, San Diego, CA, 92114-4836,
E-mail Address: tsuanico@sandi.net

The following items are included:
- ☒ Recommendations and Assurances
- ☒ Data Reports
- ☒ SPSA Assessment and Evaluation Summary
- ☒ Parent&Family Engagement Policy
- ☒ School Parent Compact

Board Approval: *October 25, 2022*

SAN DIEGO UNIFIED SCHOOL DISTRICT

All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

San Diego Unified
SCHOOL DISTRICT

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Audubon UTK-8 School   PHONE: 619.344.5800   FAX: 619. 344.5849

SITE CONTACT PERSON: Tim L. Suanico   E-MAIL ADDRESS: tsuanico@sandi.net

Indicate which of the following federal and state programs are consolidated in this SPSA (Check all that apply):

x Title I Schoolwide Programs (SWP)   x CSI School   ☐ ATSI School

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is composed correctly, and formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

☐ English Learner Advisory Committee (ELAC)   Date of presentation: _____

☐ Community Advisory Committee for Special Education Programs (CAC)   Date of presentation: _____

☐ Gifted and Talented Education Program Advisory Committee (GATE)   Date of presentation: _____

☐ Site Governance Team (SGT)   Date of presentation: _____

X Other (list):   School Site Council (SSC)   Date of presentation: October 4, 2022

1. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.

2. The site plan composition is rooted in 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.

3. The site plan or revisions to the site plan were adopted by the SSC on: October 4, 2022

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.
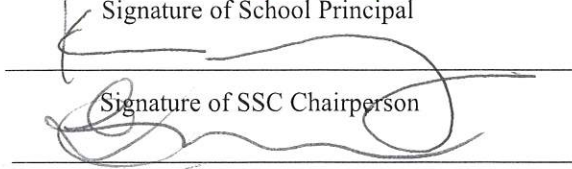
Tim L. Suanico
Type/Print Name of School Principal   Signature of School Principal

Kerri Perry
Type/Print Name of SSC Chairperson   Signature of SSC Chairperson
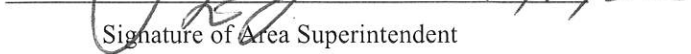
N/A
Type/Print Name of ELAC Representative   Signature of ELAC Representative

Steve Elizondo   12/12/22
Type/Print Name of Area Superintendent   Signature of Area Superintendent

Email & Submit Document with Original Signatures

Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, **Room 3126**

Due October 7th 2022

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY

PURPOSE AND DESCRIPTION
This School Plan for Student Achievement fulfills the requirements of a Title One Schoolwide Program School and CSI identified School.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)
All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.
LCAP Goal 1: Closing the achievement gap with high expectations for all.
LCAP Goal 2: Access to broad and challenging curriculum.
LCAP Goal 3: Quality leadership, teaching and learning
LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.
LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

ENGAGING EDUCATIONAL PARTNERS
In January and February 2022, the SSC met to review the Title I and LCFF expenditures of the site as laid out in our 2021-2022 SPSA. We completed the required SPSA Evaluation Summaries and then reviewed and approved the budget for the 2022-2023 school year prior to February 25, 2022.
The School Site Council sub-committee met on September 22, 2022, to develop the 2022-2023 School Plan for Student Achievement. The work entailed reviewing the previous year's goals and analyzing our most current data (FAST, DEMI, F&P, iReady, CHKS, Attendance, Suspensions, etc.) and reviewing Needs Assessments data from different stakeholder groups in order to develop the 2022-2023 SPSA goals.
The SSC reviewed and approved the CSI Budget Allocation on September 13, 2022. The full SPSA was reviewed and approved on October 4, 2022.

RESOURCE INEQUITIES
Materials: A common, proven, and comprehensive curriculum lays the foundation for high quality teaching and learning. Although many programs claim to be comprehensive, there is often the need for additional materials that target needs of specific populations such as English Learners and Students with Disabilities. Currently we have a guaranteed and viable curriculum for Language Arts/ELD (Benchmark Advance and Benchmark dELD) and Mathematics (Envision and Illustrative Math) which serve to target Tier 1 instruction. For Tier 2 and 3 intervention/support, we also utilize online curriculum programs such as ST Math, Learning Upgrade, RazKids, and Reading A-Z, and BrainPOP, as well as interventions from What Works Clearing House Interventions and InterventionCentral.org. As a Literacy Acceleration Plan School, we also utilize OKAPI reading materials to support reading instruction in grades UTK-6. In addition, with the purchase of a schoolwide Universal, Diagnostic, and Progress Monitoring Assessment Tool (iReady), we utilize instructional pathways and intervention modules within this platform to specifically address the strengths and needs of our students individually, in small groups, and whole group settings so we can provide students with additional instruction and practice at their specific learning levels. We continue to use the UNIQUE curriculum, which serves to support Students with Disabilities.

Support Staff: Targeting the needs of the whole child requires a "village". At a school site with approximately 468 students, we have the following support staff: Principal, ESA, School Clerk, School Clerk Assistant, Campus Security Assistant, Day and Evening Custodians, Speech and Language Pathologist, 2.8 Mild/Moderate Ed Specialists, 3.0 Moderate/Severe Ed Specialists, Math Enrichment Teacher, .2 PE Enrichment Teacher, In-School Resource Teacher, Reading Support Teacher, PIFs, OT, APE, and Mental Health Therapists, and Noon Duty Staff. By virtue of our poverty level (88.7%), many of our students come to school carrying the burden of many issues associated with high poverty environments (e.g. traumatic events). The social-emotional needs of our population greatly affect learning therefore we fund our counselor for an additional 0.1 FTE because this position is funded by the district for only 0.9 FTE. Over the years that we have additionally funded the counselor position, we have seen many benefits for student academic and social-emotional health. Some of this progress is reflected in our school climate and academic performance data.

In addition to our site funding .1 FTE of Counselor position, we are also funding an In-School Resource Teacher from our Title I resources in order to provide additional Guided Reading Support to Grades 3-6 students and to support with data collection, organization and facilitation during our Leadership Team Meetings and PLCs. As a CSI identified school, 2023 CSI funds are allocated to purchase a Mental Health Clinician, provide funding for school staff to be compensated for working after their contracted hours to meet in PLCs or work on academic supports and interventions for students. Our CSI funds are also allocated to pay for classified staff to provide additional supervision and supports as needed and to pay for an additional week/month for a PlayWorks Coach.

Professional Development: Professional learning is meant to increase an educator's knowledge base and/or teaching skills. As society changes, so must education; therefore, ongoing professional development is necessary. The amount of professional learning time allowed for at the school site (two hours a month) is insufficient given the many needs we have as well as having to use some of that time for required activities such as ELPAC training. Some professional learning takes place during PLC time but this is also limited, as the majority of time must be spent on data analysis, instructional planning and design, and discussions to address specific student needs. Setting funds aside for visiting teachers for professional learning, professional development registration fees is costly. As a result, when deciding how to use the funds for visiting teachers, stakeholders feel that having PLCs should take precedence, which leaves very little to no funds for other professional learning activities such as attending workshops or trainings from outside of the district.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
01. Tim Suanico	Principal
02. Leanne McDowell	Classroom Teacher
03. Heather Heffernan	Classroom Teacher
04. Ann Schumann	Classroom Teacher
05. Kerri Perry	Other School Personnel
06. Jennifer Lovdahl	Parent
07. Miguel A. Pena	Parent
08. Anna Bailon	Parent
09. Jennifer Ranglas	Community Member
10. Ortencia Cesena	Community Member

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Implementation: Supports for achieving these goals in the 2022-2023 school year will come from the administrator, counselor, teachers and Office Staff, District Contracted Mental Health Clinicians, and Site contracted clinician from SDSU, Health Office Staff, and Campus Security Assistant. In addition, parents play a key role in helping us maintain safe, collaborative and inclusive schools by providing effective parenting to their children.

Outcomes/Effectiveness: For our 2022-2023 SPSA, we set three goals for our students. Two goals are related to student survey reports on the 21-22 CAL-SCHLS CHKS survey. Our third goal is to increase our overall attendance rates from 88.42% to 98.42% by the end of June 2023.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Major differences this 22-23 school year is that we are fully back to in-person schooling. We also have 8 new classroom teachers in grades 4-8 and a new school counselor. Having new staff that have been selected based on their commitment to building positive relationships with students and families, will make a difference in students feeling more connected to our school and therefore, it is our hopes that student attendance will greatly improve as well as a continued reduction in student suspensions. In addition, having an extra week of a PlayWorks Coach each month, all students will enjoy schooling more and this will also contribute to improved attendance and a decrease in disciplinary action. .

*Changes
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis. The changes are not so much in our target goal, but the supports we are attempting to put into place to help reduce chronic absenteeism and reduce student suspensions. . The major changes involve hiring of new classroom teachers in our upper grade (4-6) and middle school teaching staff (7-8) and hiring of a new counselor. Once again, using CSI funds, we will continue to contract with San Diego State University's Center for Excellence in Early Development to support us in helping our students who are experiencing mental health crisis that ultimately affect attendance and behaviors. Also using CSI funds, we are contracting an additional week of a PlayWorks Coach to support in reducing or eliminating chronic absenteeism and reducing or eliminating student suspensions.
*Identified Need
The following data is being carried over as the state is in a transitory period with regards to California Dashboard Reporting. Our latest CA Dashboard data is from the 2018-2019 school year. Attendance data from the 2019 California Dashboard shows that as a site, we are in the Orange Performance Level for Academic Engagement: Chronic Absenteeism for All Students (19.9%). We also have two student groups in the Red Performance Level (Students with Disabilities and Hispanic) and three student groups in the Orange Performance Level (African American, English Learners, and Homeless). - Students with Disabilities 21.6% (Red) - Hispanic/Latino 21.9% (Red) - African American 16.0% (Orange) - English Learners 20.5% (Orange) - Homeless 25.0% (Orange) Audubon is in the Red Performance Level for the Conditions and Climate: Suspension Rate indicator. We have six student groups in the Red Performance Level and one student group in the Orange: - African American 21.2% (Red) - Hispanic 3.6% (Red) - Homeless 8% (Red) - Two or More Races 9.8% (Red) - Socioeconomically Disadvantaged 4.9% (Red) - Students with Disabilities 6.7% (Red) - English Learners 2.4% (Orange) 2021 - 2022 California Healthy Kids Survey (CHKS) shows that 32% of 7th grade students feel the physical environment of our school supports their academic as well as social/emotional growth and development. We would like to realistically increase this percentage to 40%. In addition, 44% of 7th grade students agree that student learning and engagement meets their needs. This a growth of 11% from the last CHKS survey results taken. We would like to realistically increase this data point by a least another 11% for a goal of 55%. Cumulative Attendance Trend data for 2020-21 from Hoonuit shows that our average attendance rate was 88.23%.We ended the 21-22 school year with

an 88.42% attendance rate. We want to reach a goal of having a realistic average attendance rate of 90%. With our middle school team focusing on Attendance within their involvement with the CARES Huddle Network, a new counselor with a focus on student attendance, and a district provided Family Service Assistant, we hope to not only improve our attendance rates, but to also reduce our chronic absenteeism.

As of March 11, 2022, Audubon suspension rate is .02%. For the 22-23 school year, we continue to utilize our RJP Student Discipline Policy based on our district's RJP Discipline Policy which we believe we will be able to eliminate suspensions altogether.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	7	Student Learning Engagement	44	55	CAL-SCHLS (CHKS)	Annually
June 2023	7	School Physical Environment	32	40	CAL-SCHLS (CHKS)	Annually
June 2023	TK-8	Increase percentage of students attending school monthly	88.42	92	Attendance	Monthly

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-8	English Learner	Reduce Chronic Absenteeism	56	28	Chronic Absenteeism	Annually
June 2023	TK-8	Hispanic or Latino	Reduce Chronic Absenteeism	57	28	Chronic Absenteeism	Annually
June 2023	TK-8	Homeless/Foster	Reduce Chronic Absenteeism	66	33	Chronic Absenteeism	Annually
June 2023	TK-8	Black or African American	Reduce Chronic Absenteeism	58	29	Chronic Absenteeism	Annually
June 2023	TK-8	Students with Disabilities	Reduce Chronic Absenteeism	65	32	Chronic Absenteeism	Annually

Supporting Black Youth - Additional Goals

✓   1. Audubon's Site Equity Team and/or pre-identified school committee will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Site Equity Team will also monitor the staff diversity goal.

✓   2. The staff diversity goal at Audubon is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Audubon's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)

✓   3. In the 2022-23 school year, Audubon will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.

✓   4. Audubon will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.

✓   5. Audubon's Site Equity Team and/or pre-identified school committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.

✓   6. Audubon will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

✓   7. Audubon will increase access to advanced classes--gate, seminar, advanced placement for black youth.

✓   8. Audubon UTK-8 School will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

Counselor

*Students to be served by this Strategy/Activity

All students will be served by this strategy.

*Strategy/Activity - Description

For the attendance goal, the counselor facilitates and/or participates in the following:
- Phone Calls and Letters to Parents
- Attendance groups
- Bi-monthly Attendance meetings with students and parents and staff as a member of Attendance Monitoring Team
- Home visits
-When applicable referrals to MHS, MHRS or SDSU Clinician
-Staff and Parent Trainings on school's RJP Student Discipline Policy
-Implementation of RJP Student Discipline Policy
-Member of Academic Monitoring Team

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F000924	School Counselor	0.10000	$8,954.30	$13,084.13	0009-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		RJP, Attendance, SSTs

*Additional Supports for this Strategy/Activity

The site will continue to look into having more murals created that will send positive messages around inclusivity, safety and collaboration as valued

characteristics of our school. The physical space and environment of Audubon UTK-8 School has improved in providing a positive and encouraging school environment that supports the Social and Emotional Development of our students. It is our intent, this year, to continue to find and/or acquire more funds that will allow us to teach every day to the Social, Emotional, and Restorative Practices, that we emphasize and value as critical skills that allow our students to engage academically and become more connected to school.

We believe the following will help improve our school climate and culture by strengthening our efforts to have a Safe, Collaborative, and Inclusive School Culture:

- More murals to be created with positive messaging for students, staff and community.
- On going implementation, reflections and revisions of our Schoolwide RJP Student Management and Discipline Policy.
- Increasing our opportunity to collaborate with PlayWorks to develop a safe, orderly and inclusive recess and lunch recess outdoor playtime for students.

SDSU Partnership

*Students to be served by this Strategy/Activity

All students will be served by this strategy.

*Strategy/Activity - Description

Using CSI funds, we have contracted with SDSU Center for Excellence in Early Development to provide us with a certified clinician to serve our site with a variety of supports. They will provide to our site student and family mental health support and connections. They will also provide professional development for staff in Trauma Informed Practices and conduct parent and family trainings. We are using data from Hoonuit to identify chronically absent or frequently suspended students. The clinician will be working with the teachers and pertinent staff that support these students in order to provide them strategic supports based on their social emotional and academic needs.

This year, the clinician will be conducting student observations in person and noting how the student interacts with their peers and their teachers. These observations will be used to help create the plan of support for the student that will be developed with the student, the teachers, and with support of the student's family. The clinician will also be working directly with the families of these students to determine the needs of the family in order to support positive attendance and behavior. We believe that with these strong supports in place, we will see decreases in chronic absenteeism, and increases in monthly attendance as well as reduced suspensions because students feel more engaged in their school experience and want to "come" to class where they feel supported and cared about at school.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0009CL	Contracted Svcs > $25K		$28,000.00	$28,000.00	0009-31820-23-5100-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		SEL, RJP, Reduce Chronic Absenteeism, Reduce Suspension Rates, Mental Health Supports

PlayWorks Contract

| ***Students to be served by this Strategy/Activity** |
| All students will be served by this strategy. |

*Strategy/Activity - Description

We are continuing and increasing our contract with PlayWorks Inc. that will support the development of a school culture that is safe, collaborative and inclusive. Based on positive outcomes of PlayWorks implementation, from the 21-22 school year, our SSC approved to continue this program as a means to engage students more thoughtfully during play. The PlayWorks program promotes teamwork, fair play, collaboration, problem solving, conflict resolution, and inclusion of all students. PlayWorks will also assist the school develop structures and systems that will organize outdoor playtime for students and staff.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00099L	Contracted Svcs Less Than $25K		$23,000.00	$23,000.00	0009-30106-00-5853-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Reduce Student Suspensions, SEL, Improve Student Attendance
N0009CM	Contracted Svcs Less Than $25K		$16,711.00	$16,711.00	0009-31820-23-5853-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		RJP, SEL, Reduce Chronic Absenteeism, Reduce Suspensions

Marzano Highly Reliable School

*Students to be served by this Strategy/Activity
All students will be served by this strategy.

*Strategy/Activity - Description
As a CSI School, we are participating in our district's support through Marzano to become a Highly Reliable School. Our Site Leadership Team is supporting the work the site will be doing as a CSI school working towards meeting the Highly Reliable School Indicators. We started with a survey in September that concluded in October to determine where our site has room to improve in the area of Effective Teaching and Learning in every classroom. Based on these results, all school staff will be engaged in professional readings and planning meetings to analyze data, work with coaches, and participate in professional development and trainings throughout the year. This effort will help as align as a site and organize our work and resources as we move towards becoming a Highly Reliable School. Surveys will be conducted at multiple times throughout the year to assess our progress towards these indicators and our goals. **Noon Duty to provide Additional Classroom Supervision and Supports (as needed):** CSI dollars have been allocated to be able to provide additional classroom supervision and supports by our noon duty staff on basis of need.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0009CP	Noon Supervision		$2,919.00	$3,999.32	0009-31820-23-2951-2700-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Classroom supervision and support as needed.

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

Math: All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

English Learners: We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

Students with Disabilities: Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities. Access: Students with disabilities are general education students first and should have access to a meaningful course of study. Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

Graduation/Promotion Rate: All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed in their choice of college and career in order to lead and participate in the society of tomorrow.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Implementation: At Audubon UTK-8 School, we are utilizing iReady Reading as a Universal, Diagnostic and Progress Monitoring Assessment tool for the 22-23 School Year for grades K-8. In addition, to assess reading, we are also required to assess with the district's FASTrack aReading in grades 2-8 (optional), F&P Assessments for UTK-2 grades. These assessment tools will allow school staff to collect student achievement data that will be analyzed and used for instructional planning. Audubon will use the District's ELA Benchmark and Amplify Adoption for ELA as well as Benchmark Advance and Benchmark dELD to teach ELA and dELD for our students. We will continue to receive professional development this year on iReady Assessment System. We also received professional development with lesson design in our PLCs and within Literacy Acceleration Plan to strengthen literacy instruction.

Outcomes/Effectiveness: For the 2022-2023 school year, we set grade band goals based on student performance on the FALL 2022 FAST aReading and iReady Reading assessments. Site results for the Spring 2022, EOY administration had 20% of grades 1-8 students performing At or Above Grade Level. Results for grades 3-8 FASTrack aReading for Spring 2022 shows 43.8% of students performing At or Above Grade Level. Every grade level that administered iReady Reading assessments will analyze their grade level data and plan for strengthening Tier 1 or Tier 2 instruction. In addition, UTK-2 teachers will also engage in analyzing and planning around the F &P Reading assessment data. We are going to work as a site to standardize the use of assessment.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

For the 22-23 School Year, for sites using iReady Assessment, the FASTrackaReading is an optional assessments. In addition, we will be moving towards a deeper implementation of iReady for students to start goal setting and monitoring their progress.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

For the 2022-2023 school year, we will continue to receive professional development in iReady especially for our grades 4-8 teachers. In addition, our upper grade team (4-6) will collaborate with our In-School Resource Teacher to engage in Balanced Literacy PDs and to provide identified students with additional Guided Reading instruction. Our Site Leadership Team will continue to finalize the Instructional Matrix for ELA as part of our work and involvement within SWIFT/IMTSS Program.

We expect the iReady assessment to assist teachers in deepening their understanding of the strengths and needs of all students through more reliable data. With this, teachers will be able to better adapt their instruction accordingly for interventions and enrichment, forming small groups, and strengthening

Tier 1 Instruction. The Instructional Pathways created within the iReady platform will also provide our students instructional support tailored to their grade level abilities.

For the 22-23 school year, we will be compensating our classroom teachers who chose to offer after school tutoring in reading for 1.5-2 hours two times/week.

*Identified Need - English Language Arts

Since the state is in a transition period and there are no current California Dashboard Data, this SPSA will continue to reflect the last CA Dashboard data available.

The 2019 CA Dashboard shows that for the Academic Performance: English Language Arts indicator, All Students are at the Orange Performance Level at 36.3 points below standard, which was maintained from 2018 (-2.3 points). We also have one student group in the Red Performance Level (Students with Disabilities) and four student groups in the Orange Performance Level (English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged).

While the 2019 CA Dashboard is an update from the 2018 data CAASPP data is available for the 2021-2022 school year. However, Dashboard Data is not available due to a transition period with the California Dashboard. In addition, we are using our most current (Fall of 2021) assessment data from iReady Reading as well as the district required reading assessments for UTK-2 (F & P) assessment, to develop our SPSA academic goals for English Language Arts.

The following site-based 21-22 data served as the basis for our goals:

- The 22 EOY FASTTrack shows that 43.8% in grades 3-8 were reading at or above grade level.
- TK-2 F &P Reading Levels Data EOY results shows that 46% of students were reading at or above grade level.
- Gr.1-8 EOY iReady Reading Data shows 20% of students are reading at or above grade level.
- Gr.3-8 22 CAASPP ELA shows 35% of this group meet or exceed standards.
- 21-22 EOY FAST Reading for Students with Disabilities shows only 7% of this group meet or exceed standards.
- 21-22 EOY FAST Reading for English Learners show 17.7% of this group meet or exceed standards.
- 21-22 EOY FAST Reading for Hispanic or Latino students show that 41% of this group meet or exceed standards.
- 21-22 EOY FAST Reading for Black or African American students show that 28% of this group meet or exceed standards

Disclaimer: For the 22-23 School Year, as an iReady Assessment Platform School, because FAST is an optional assessment, we will not be collecting FAST data for this 22-23 SPSA but rather focus our data sets using iReady Reading, F&P, and CAASPP.

In support of district initiatives, we are also including an AMO for Black Youth, Special Education, and English Learners.

Black Youth student group is small but growing in numbers. ELA CAASPP data from 2022 show that 31% of our African American students met or exceeded standards.

Special Education students ELA CAASPP data from 2022 show that 8% of our SpEd students met or exceeded standards.

English Learners ELA CAASPP data from 2022 show that 15% met or exceeded standards.

*Goal 2 - English Language Arts						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	K-2	At or Above Grade	46	56	Fountas and Pinnel	3 times/year

		Level				
June 2023	1-8	Meets or Exceeds Standards on iReady Reading	19	30	Other (Describe in Objective)	3 times/year
June 2023	3-8	Meet or Exceed Standards	35	40	CAASPP ELA	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	1-8	Students with Disabilities	Meets or Exceeds Standards on iReady Reading	9.2	19.2	Other (Describe in Objective)	3 times/year
June 2023	1-8	English Learner	Meets or Exceeds Standards on iReady Reading	3	13	Other (Describe in Objective)	3 times/year
June 2023	1-8	Hispanic or Latino	Meets or Exceeds Standards on iReady Reading	16	26	Other (Describe in Objective)	3 times/year
June 2023	1-8	Black or African American	Meets or Exceeds Standards on iReady Reading	8	18	Other (Describe in Objective)	3 times/year
June 2023	3-8	Students with Disabilities	Meets or Exceeds Standards	8	18	CAASPP ELA	Annually
June 2023	3-8	English Learner	Meets or Exceeds Standards	15	25	CAASPP ELA	Annually
June 2023	3-8	Hispanic or Latino	Meets or Exceeds Standards	32	42	CAASPP ELA	Annually
June 2023	3-8	Black or African American	Meets or Exceeds Standards	31	41	CAASPP ELA	Annually

*Identified Need - Math

Due to CA Dashboard Data in transition, there are no Dashboard Performance Color Indicators for the 21-22 CAASPP data results. Therefore, we continue to use the 2019 Dashboard data for this 22-23 SPSA. The 2019 CA Dashboard shows that for the Academic Performance: Mathematics indicator, All Students are at the Orange Performance Level at 49.6 points below standard, which declined by 3.7 points from 2018. We also have four student groups in the Orange Performance Level (English Learners, Hispanic, Socioeconomically Disadvantaged and Students with Disabilities). With that said, the measures we will be using and monitoring for our 22-23 SPSA Math Goals are iReady Math and CAASPP. Until we are better versed with

our district's DEMI Assessment we will not be creating goals to be measured with the DEMI in our 22-23 SPSA.

In support of district initiatives, we are also including an AMO for Black Youth, SpEd, and English Learners.

Black Youth student group is small but growing in numbers. Math CAASPP data from 2022 show that 6% of our African American students met or exceeded standards.

Special Education students Math CAASPP data from 2022 show that 3% of our SpEd students met or exceeded standards.

English Learners Math CAASPP data from 2022 show that 15% met or exceeded standards.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-8	At or Above Standards	32	42	CAASPP Math	Annually
June 2023	1-8	Meets or Exceeds Standards on iReady Math	9	19	Other (Describe in Objective)	3 times per year

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	1-8	Students with Disabilities	Meet or Exceed Standards on iReady Math	0.0	19.0	Other (Describe in Objective)	3 times per year
June 2023	1-8	English Learner	Meet or Exceed Standards on iReady Math	3	13	Other (Describe in Objective)	3 times per year
June 2023	1-8	Hispanic or Latino	Meet or Exceed Standards on iReady Math	8	18	Other (Describe in Objective)	3 times per year
June 2023	1-8	Black or African American	Meet or Exceed Standards on iReady Math	0	10	Other (Describe in Objective)	3 times per year
June 2023	3-8	Students with Disabilities	Meet or Exceed	3	13	CAASPP Math	Annually
June 2023	3-8	English Learner	Meet or Exceed	15	25	CAASPP Math	Annually
June 2023	3-8	Hispanic or Latino	Meet or Exceed	33	43	CAASPP Math	Annually
June 2023	3-8	Black or African American	Meet or Exceed	6	16	CAASPP Math	Annually

*Identified Need - English Learners

Due to CA Dashboard Data in transition, there are no Dashboard Performance Color Indicators for the 21-22 CAASPP data results. Therefore, we continue to use the 2019 Dashboard data for this 22-23 SPSA. The 2019 CA Dashboard shows that our English Learners are in the Orange Performance Level in the Academic Performance: English Language Arts and Mathematics indicators. For ELA, our Current English Learners are 77.8 points below the standard. Our Reclassified English Learners are 15.5 points above standard. However, we have had over 90% reclassification for the 21-22 school year.

For Mathematics, our Current English Learners are 85.7 points below standard according to the 2019 Dashboard.

On the English Learner Progress Indicator provided on the 2019 CA Dashboard, we have 52.8% of our EL students making progress towards English Language proficiency. This is a Medium Performance Level. 12.5% of our ELs decreased at least one ELPI Level, 34.7% maintained ELPI Levels 1, 2L, 2H, 3L, and 3H, and no students maintained ELPI Level 4.

For the 22-23 School Year, we will be utilizing iReady Reading, CAASPP Reading, and Reclassification data to measure our goals in our SPSA. Our district assigned English Language Instruction Resource Teacher (ELI-RT) will work alongside our classroom teachers to identify EL Focus Students to support their English development and proficiencies in reading, writing, speaking and listening. We will also be hiring a retired teacher to support our staff and students with English Learner assessments.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	1-8	English Learner	Meet or Excceed Standards on iReady Reading	3	13	Other (Describe in Objective)	3 times/year
June 2023	3-8	English Learner	Meet or Exceed in CAASPP Reading	14.5	25	Other (Describe in Objective)	Annually
June 2023	3-8	English Learner	Reclassification of English Learners eligible to reclassify.	92	97	Reclassification Rates	Annually

*Identified Need - Graduation/Promotion Rate

Due to CA Dashboard Data in transition, there are no Dashboard Performance Color Indicators for the 21-22 CAASPP data results. Therefore, we continue to use the 2019 Dashboard data for this 22-23 SPSA. The 2019 CA Dashboard shows that for the Academic Performance: English Language Arts indicator, All Students are at the Orange Performance Level. We also have one student group in the Red Performance Level (Students with Disabilities) and four student groups in the Orange Performance Level (English Learners, Hispanic, Homeless, and Socioeconomically Disadvantaged).

For the 22-23 school year, we will be creating goals measured by our iReady Reading and Math Data, as well as, CAASPP ELA and Math data for grades 3, 5, and 7. Our In-School Resource Teacher will be supporting our staff and students with data collection, organization, presentation and monitoring for all grade levels.

*Goal 5- Graduation/Promotion Rate						
By Date	**Grade**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	3	Meets or Exceeds Standards on iReady Reading	26	36	Other (Describe in Objective)	3 times per year
June 2023	5	Meets or Exceeds Standards on iReady Reading	18	28	Other (Describe in Objective)	3 times/year
June 2023	7	Meets or Exceeds Standards on iReady Reading	20	30	Other (Describe in Objective)	3 times per year
June 2023	3	Meets or Exceeds Standards as indicated by iReady Math Assessments	5	15	Other (Describe in Objective)	3 times per year
June 2023	5	Meets or Exceeds Standards as indicated by iReady Math Assessments	16	26	Other (Describe in Objective)	3 times per year
June 2023	7	Meets or Exceeds Standards as indicated by iReady Math Assessments	7	17	Other (Describe in Objective)	3 times per year
June 2023	3	Meets or Exceeds	37	47	CAASPP ELA	Annually
June 2023	5	Meet or Exceeds	35	45	CAASPP ELA	Annually
June 2023	7	Meet or Exceed	41	51	CAASPP ELA	Annually
June 2023	3	Meet or Exceed	49	59	CAASPP Math	Annually
June 2023	5	Meet or Exceed	20	30	CAASPP Math	Annually
June 2023	7	Meet or Exceed	33	43	CAASPP Math	Annually

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	**Grade**	**Student Group**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**	**Frequency**
June 2023	3	English Learner	Meet or exceed standard in iReady Reading	26	36	Other (Describe in Objective)	3 times per year
June 2023	5	English Learner	Meet or exceed standard in iReady Reading	18	28	Other (Describe in Objective)	3 times per year
June 2023	7	English Learner	Meet or exceed standard in iReady Reading	20	30	Other (Describe in Objective)	3 times per year
June 2023	3	Students with Disabilities	Meet or exceed standard in iReady Reading	5	15	Other (Describe in Objective)	3 times per year
June 2023	5	Students with Disabilities	Meet or exceed standard in iReady Reading	16	26	Other (Describe in Objective)	3 times per year
June 2023	7	Students with Disabilities	Meet or exceed standard in iReady Reading	0	10	Other (Describe in Objective)	3 times per year
June 2023	3	English Learner	Meet or Exceed Standards	0	10	CAASPP ELA	Annually
June 2023	5	English Learner	Meet or Exceed Standards	0	10	CAASPP ELA	Annually
June 2023	7	English Learner	Meet or exceed standards	0	10	CAASPP ELA	Annually
June 2023	3	Students with Disabilities	Meet or exceed standards	0	10	CAASPP ELA	Annually
June 2023	5	Students with Disabilities	Meet or exceed standards	0	10	CAASPP ELA	Annually
June 2023	7	Students with Disabilities	Meeet or exceed standards	0	10	CAASPP ELA	Annually
June 2023	3	Hispanic or Latino	Meet or exceed standard in iReady	14	24	Other (Describe in Objective)	3 times/year

			Reading				
June 2023	5	Hispanic or Latino	Meet or exceed standard in iReady Reading	9	19	Other (Describe in Objective)	3 times/year
June 2023	7	Hispanic or Latino	Meet or exceed standard in iReady Reading	17	27	Other (Describe in Objective)	3 times/year
June 2023	3	Hispanic or Latino	Meet or Exceed Standards	37	47	CAASPP ELA	Annually
June 2023	5	Hispanic or Latino	Meet or Exceed Standards	35	45	CAASPP ELA	Annually
June 2023	7	Hispanic or Latino	Meet or Exceed Standards	40	50	CAASPP ELA	Annually

Teacher Professional Development

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

Grade Level Collaborations/PLCs:

For the 22-23 School Year, we have contracted with our district's VAPA department to provide us with Visiting teachers so that our teachers can meet in half-day grade level collaboration 7 times a year. During this time, grades 1-2 teachers will participate in Literacy Acceleration Plan PD and PLCs to analyze data in order to ascertain the instructional needs of students and participate in Lesson Design and demonstration lessons. In addition, Grades UTK-6 teachers will participate in monthly LAP PDs and work with our Reading Support Teacher and In-School Resource to continue to strengthen Balanced Literacy Instruction. In addition, we have allocated Title One and LCFF dollars for visiting teachers for grade level teams to have additional full-day PLCs throughout the year.

San Diego State University Center for Excellence for Early Development:

Mental Health Clinician from SDSU will work with identified students to get them more engaged in school overall, so they can be more successful in their core subject areas, specifically ELA and Math. For English Learner students supported by the mental health clinician, it is our goal to have more of our English Learners to achieve academically in their core subject areas and perform well on ELPAC and State Assessments so they can move forward for reclassification. The Mental Health Clinician will also work with their parents and the classroom teacher to provide trainings, such as SEL, TIC and RJP, that will support the student's ability to engage.

CSI Marzano - Highly Reliable School (HRS):

As a CSI School, we are participating in our district's support through Marzano to become a Highly Reliable School. Our Site Leadership Team is supporting the work the site will be doing as a CSI school working towards meeting the Highly Reliable School Indicators. We started with a survey in September that concluded in October to determine where our site has room to improve in the area of Effective Teaching and Learning in every

classroom. Based on these results, all school staff will be engaged in professional readings and planning meetings to analyze data, work with coaches, and participate in professional development and trainings throughout the year. This effort will help as align as a site and organize our work and resources as we move towards becoming a Highly Reliable School. Surveys will be conducted at multiple times throughout the year to assess our progress towards these indicators and our goals.

In-School Resource Teacher:

Using our Title One Resources, we have purchased an In-School Resource Teacher to provide our upper grade students (Gr.3-6) with additional Guided Reading instruction and to work with our upper grade team to develop and strengthen their implementation of a Balanced Literacy Approach to teaching reading. In addition, the In-School Resource Teacher will also support the site by taking the lead in collecting, organizing and presenting site and district assessment data in ELA and Math to be used for data dives and instructional planning during PLCs and Leadership Team meetings.

VAPA Half Day PLC Release Time:

For the 22-23 school year, we have contracted with our district's VAPA department to provide grade level teams half-day PLC release days for student data dives, lesson designs, and instructional planning for student supports and interventions.

Supplies:

Basic Instructional Supplies are needed in classrooms to support teaching and learning in ELA, Math, and dELD/ALD.

District Duplicating Services:

For several of our primary grade classrooms, take home books are provided to students for home reading. These take home books need to be duplicated by the site and to save on costs, we utilize our district's printing services for support.

Duplicating Paper:

Duplicating Paper is a staple for all classroom teachers in order to provide supports in teaching and learning for ELA, Math, and dELD/ALD, as well as other subject matter.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F000928	Inschool Resource Tchr - NEW POSN, SBB2538022	0.25000	$24,729.00	$35,622.68	0009-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		The In School Resource Teacher (ISRT) will provide additional Guided Reading small group instruction for identified focus students in all classrooms grades 3-6. In addition, the ISRT will take the site lead for site and data collection, organization and presentation for PLCs and the Leadership Team to hold data dives for instructional planning and decisions.
N0009AT	Interprogram Svcs/Duplicating		$1,012.00	$1,012.00	0009-30100-00-5721-1000-1110-01000-0000	Title I Basic Program	[no data]		District Duplicating Services are utilized for mass printing of take home books for our primary grade students to support reading development.

N0009AV	Supplies		$3,008.67	$3,008.67	0009-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental classroom supplies are needed to support teaching and learning in ELA, Math and dELD/ALD instruction and student engagement.
N0009CH	Interprogram Svcs/Paper		$2,500.00	$2,500.00	0009-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Duplicating paper is a staple item needed by all classroom teachers in order to support teaching and learning, especially in the content areas of ELA, Math, and dELD/ALD.
N0009CR	Prof&Curriclm Dev Vist Tchr		$12,115.50	$15,000.20	0009-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting Teachers are needed for classroom teachers to engage in PLCs.
N0009CS	Contracted Svcs > $25K		$14,000.00	$14,000.00	0009-31820-23-5100-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Mental Health Clinician by supporting students mental health and well-being will allow students to engage in ELA instruction.
N0009CT	Non Clsrm Tchr Hrly		$2,423.00	$2,999.91	0009-31820-23-1957-2130-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Teachers to be compensated for PLC, academic supports and intervention work outside of their contracted hours.
N0009D3	Interprogram Svcs/VAPA		$5,321.75	$5,321.75	0009-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		VAPA Visiting Teachers are needed to provide classroom coverage for teachers while they participate in half-day PLCs and LAP work.
N0009D6	Interprogram Svcs/VAPA		$2,178.25	$2,178.25	0009-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		VAPA Visiting Teachers are needed to provide classroom coverage for teachers while they participate in half-day PLCs and LAP work.

ELA Interventions

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

ELA Assessments and Analysis:

The district is utilizing CSI funds to purchase the iReady Assessment Platform for all CSI Schools. This program provides a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This will allow us to have a schoolwide approach to gathering data in ELA in order to make instructional decision for Tier 1 instruction, small groups and individual student interventions and enrichment. Teachers will participate in and be paid for their PLC participation after their contracted hours.

In-School Resource Teacher:

Using our Title One Resources, we have purchased an In-School Resource Teacher to provide our upper grade students (Gr.3-6) with additional Guided Reading instruction and to work with our upper grade team to develop and strengthen their implementation of a Balanced Literacy Approach to teaching reading. In addition, the In-School Resource Teacher will also support by taking the lead in collecting, organizing and presenting ELA data to be used for data dives and instructional planning during PLCs and Leadership Team meetings.

After School Tutoring:

Monies have been allocated for classroom teachers, to offer Reading after school tutoring 2 times/week to support students who may need additional interventions and supports in reading.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F000925	Inschool Resource Tchr - NEW POSN, SBB2538022	0.25000	$24,729.00	$35,622.68	0009-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		In School Resource Teacher (ISRT) will be providing additional small group guided reading instruction to identified focus students in grades 3-6. The ISRT will also be organizing schoolwide ELA data from site and district assessments to be used by PLCs for instructional planning.
N0009CO	Non Clsrm Tchr Hrly		$2,423.00	$2,999.91	0009-31820-23-1957-2130-0000-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		To compensate teachers who offer after school tutoring in reading outside of their contracted hours.
N0009D2	Classroom Teacher Hrly		$12,115.50	$15,000.20	0009-31820-23-1157-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Teachers identified to provide after school tutoring in reading will be compensated for working after their contracted hours.

ELA Classroom Supports

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

Supplemental Instructional Materials:

Guided Reading and library books will be purchased to support our Balanced Literacy Program. In addition, basic instructional supplies support our ELA Program. Also, as a Literacy Acceleration Focus School, we are also seeing an increased need for printed materials for student assessment (F &P assessments for Gr. UTK-2), including packets and books that can be sent home.

In-School Resource Teacher:

An In-School Resource Teacher has been funded to support Grades 3-6 with Balanced Literacy Professional Development as well as to provide additional Guided Reading Instruction. In addition, the In-School Resource Teacher will support the school site with Assessments, Data Organization and Collection for site selected assessments and district mandated assessments.

Instructional Supplies:

Basic Instructional supplies are needed to support our ELA curriculum and instruction.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F000926	Inschool Resource Tchr - NEW POSN, SBB2538022	0.25000	$24,729.00	$35,622.68	0009-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		In School Resource Teacher (ISRT) will be providing additional GR small group instruction to identified focus students in all grades 3-6 classrooms. The ISRT will also co-teach with the grades 306 classroom teacher to strengthen Balanced Literacy instruction in the upper grades.
N0009CU	Supplies		$15,774.00	$15,774.00	0009-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies are needed to support the teaching and learning in English Language Arts.

Teacher Professional Development

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

Grade Level Collaboration/PLCs:

Visiting teachers are funded so that teachers can meet in full-day grade level collaboration 5 times a year. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. However, there is a shortage in visiting teachers throughout our district and grade level PLCs are being scheduled outside of the teachers contracted day. Therefore, monies allocated for visiting teachers will be re-allocated to pay for teachers to work outside of their contracted day.

San Diego State University Center for Excellence for Early Development:

Mental Health Clinician from SDSU will work with identified students to get them more engaged in Math. The Mental Health Clinician will also work with their parents and the classroom teacher to provide trainings, such as SEL, TIC and RJP, that will support the student's ability to engage.

Audubon K-8 School Plan for Student Achievement

CSI Marzano - Highly Reliable School (HRS):

As a CSI School, we are participating in our district's support through Marzano to become a Highly Reliable School. Our Site Leadership Team is supporting the work the site will be doing as a CSI school working towards meeting the Highly Reliable School Indicators. We started with a survey in September that concluded in October to determine where our site has room to improve in the area of Effective Teaching and Learning in every classroom. Based on these results, all school staff will be engaged in professional readings and planning meetings to analyze data, work with coaches, and participate in professional development and trainings throughout the year. This effort will help as align as a site and organize our work and resources as we move towards becoming a Highly Reliable School. Surveys will be conducted at multiple times throughout the year to assess our progress towards these indicators and our goals.

VAPA Half Day PLC Release Time:

For the 22-23 school year, we have contracted with our district's VAPA department to provide grade level teams half-day PLC release days for student data dives, lesson designs, and instructional planning for student supports and interventions.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0009CW	Prof&Curriclm Dev Vist Tchr		$6,057.75	$7,500.10	0009-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting Teachers are needed to release our classroom teachers for additional full day PLC work.
N0009CX	Contracted Svcs > $25K		$14,000.00	$14,000.00	0009-31820-23-5100-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Students referred to receive support from our contracted Mental Health Clinician, will engage and can achieve at higher levels, in their core subject area of math, when they are getting their social, emotional and mental well-being addressed and can achieve
N0009D4	Interprogram Svcs/VAPA		$5,321.75	$5,321.75	0009-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		VAPA Visiting Teachers are needed to provide half-day PLC release time for teachers to engage in PLC work and LAP work.
N0009D7	Interprogram Svcs/VAPA		$2,178.25	$2,178.25	0009-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		VAPA Visiting Teachers are needed to provide classroom coverage for teachers while they participate in half-day PLCs and LAP work.

SPSA Template Revised 10/19/2022

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Math Classroom Supports

*Students to be served by this Strategy/Activity
All Students

*Strategy/Activity - Description

Supplemental Instructional Materials:

Instructional supplies will be purchased to facilitate instruction and to support completion of assigned academic tasks. In addition, supplemental materials necessary for mathematics teaching and learning will be purchased as needed.

In-School Resource Teacher:

An In-School Resource Teacher has been funded to support the school site with Math data collection, organization, and presentation so the data can be utilized during PLCs and Leadership Team Meetings for data dives, and instructional planning.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00092G	Supplies		$7,887.00	$7,887.00	0009-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Basic instructional supplies are needed to support teaching and learning in math.

Math Intervention Support

*Students to be served by this Strategy/Activity
All students.

*Strategy/Activity - Description

Math Assessment:

We have purchased the iReady Assessment System to provide a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This will allow us to have a schoolwide approach to gathering data in Math in order to make instructional decision for Tier 1 instruction, small groups, and individual student interventions and enrichment. In addition, we will be using another data set from our district's DEMI assessments to help us in making instructional decisions for our students.

After School Tutoring:

Monies have been allocated for classroom teachers, to offer Math after school tutoring 2 times/week to support students who may need additional interventions and supports in math.

Supplies:

Instructional Supplies are needed to support teaching and learning in Math.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0009CN	Classroom Teacher Hrly		$12,115.50	$15,000.20	0009-31820-23-1157-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Teachers identified to provide after school tutoring in reading will be compensated for working after their contracted hours.

Teacher Professional Development

*Students to be served by this Strategy/Activity

All English Learners

*Strategy/Activity - Description

Professional Development/PLCs:

Due to the lack of visiting teachers, teachers have designated times throughout the year to meet for PLC work after their contracted hours. Monies have been allocated to pay for teachers to hold PLCs. During this time, teachers will discuss the progress and instructional needs of English Learners and plan instruction accordingly. dELD Professional development will be provided in collaboration with SDUSD OLA Office and English Learners will be closely monitored for growth on assessments. District assigned ELIRT will provide site support through ELD coaching cycle to monitor LTELs and ALTELs in grades 3-6.

San Diego State University Center for Excellence in Early Development:

Mental Health Clinician from SDSU will work with identified students who have chronic absenteeism and/or behavioral issues to get them more engaged as an English Learner to support the English Language Development. The Mental Health Clinician will also work with their parents and the classroom teacher to provide trainings, such as SEL, TIC and RJP, that will support the student's ability to engage.

CSI Marzano - Highly Reliable School (HRS):

As a CSI School, we are participating in our district's support through Marzano to become a Highly Reliable School. Our Site Leadership Team is supporting the work the site will be doing as a CSI school working towards meeting the Highly Reliable School Indicators. We started with a survey in October to determine where our site has room to improve. Based on these results, all school staff will be engaged in professional readings and planning meetings to analyze data, work with coaches, and participate in professional development and trainings throughout the year. All of this will be so that we can align as a site and organize our work and resources to become a Highly Reliable School. Surveys will be conducted at multiple times throughout the year to assess our progress towards these indicators and our goals.

VAPA Half Day PLC Release Time:

For the 22-23 school year, we have contracted with our district's VAPA department to provide grade level teams half-day PLC release days for student data dives, lesson designs, and instructional planning for student supports and interventions.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00093T	Prof&Curriclm Dev Vist Tchr		$6,057.75	$7,500.10	0009-09800-00-1192-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Visiting Teachers are needed to release classroom teachers for full day PLCs so teachers can conduct data dives on their English Learner students and plan for instructional supports.
N0009D5	Interprogram Svcs/VAPA		$5,321.75	$5,321.75	0009-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		VAPA Visiting Teachers are utilized to allow classroom teachers to participate in half-day PLC and LAP work.
N0009D8	Interprogram Svcs/VAPA		$2,178.25	$2,178.25	0009-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		VAPA Visiting Teachers are needed to provide classroom coverage for teachers while they participate in half-day PLCs and LAP work.

EL Classroom and Intervention Supports

*Students to be served by this Strategy/Activity

All English Learners

*Strategy/Activity - Description

Supplemental Instructional Materials:

Instructional supplies will be purchased to facilitate instruction and to support completion of assigned academic tasks. In addition, supplemental materials necessary for mathematics teaching and learning will be purchased as needed. During online learning, we are also seeing an increased need for printed materials for students including packets and books that can be sent home.

Retired Visiting Teacher

A retired visiting teacher will be funded to administer initial and summative ELPAC to gather baseline data. Data gathered from ELPAC will be used to determine instructional groupings and subsequent planning and instruction. The retired visiting teacher will also support staff and students in the administration of the ELPAC Summative Assessments.

Assessments:

The district has purchased the iReady Assessment System to provide a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This will allow us to have a schoolwide approach to gathering data regarding EL progress in ELA and Math. This information is critical in
making instructional decisions for Tier 1 instruction, small groups, and individual student interventions and enrichment, as well as making decisions around reclassification. English Learners will be closely monitored for growth on assessments, including the district's FAST aReading, DEMI and F & P

Reading Assessments.

English Learner Instructional-Resource Teacher (ELI-RT):

The district is providing ELI-RT support for our English Learners to provide additional small group instruction focused on dELD and ALD standards.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00093G	Retired Clsrm Teacher Hrly		$12,116.00	$15,000.82	0009-09800-00-1189-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		A retired classroom teacher has been hired to support staff and students with ELPAC Initials and Summative Assessments, data recording and reporting.
N0009CY	Supplies		$4,513.00	$4,513.00	0009-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental instructional materials are needed to support our English Learners for the teaching and learning that occurs daily in their classrooms.

SWD Classroom and Intervention Supports

*Students to be served by this Strategy/Activity

Identified students with disabilities

*Strategy/Activity - Description

Supplemental Instructional Materials:

Instructional supplies will be purchased to facilitate instruction and to support the completion of assigned academic tasks. In addition, supplemental materials necessary for mathematics teaching and learning will be purchased as needed. Additional instructional supplies are also needed to support the Unique Curriculum and Community Based Instruction (Gr. 6-8) programs at Audubon.

Assessments:

Using CSI funds we have purchased the iReady Assessment System to provide a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This allows us to have a schoolwide approach to gathering data regarding SWD progress in ELA and Math. This information is critical in making instructional decisions for Tier 1 instruction, small groups, and individual student interventions and enrichment, as well as making instructional as well as placement decisions. SWD will be closely monitored for growth on assessments

Professional Development Opportunities for our Ed Specialists who server all Students with Disabilities:

Our Ed Specialists are afforded PCS time as a team as well as time to attend PLCs for the general education teachers they support. As experts on access, they support the general education teachers to learn strategies and employ best practices for all students, especially with IEPs, to be able to access the content.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0009CG	Prof&Curriclm Dev Vist Tchr		$7,288.00	$9,023.28	0009-30100-00-1192-1000-1110-01000-0000	Title I Basic Program	[no data]		Visiting teachers are needed to allow Ed Specialists to participate in PLC work as a team and to take part in the PLCs of the general education teachers they support.
N0009CZ	Supplies		$3,008.66	$3,008.66	0009-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental instructional supplies are needed to support the teaching and learning in classrooms for our special education students.

Black Youth Classroom and Intervention Supports

*Students to be served by this Strategy/Activity

Black Youth

*Strategy/Activity - Description

San Diego State University Center for Excellence in Early Development:

Mental Health Clinician from SDSU will work with and support Black Youth and their teachers and families to specifically address mental health concerns and social emotional learning, and provide restorative practice and trauma informed care trainings in order to reduce and/or eliminate suspensions and chronic absenteeism. The Mental Health Clinician will also work with their parents and the classroom teacher to provide trainings, such as SEL, TIC and RJP, that will support the student's ability to engage.

Supplemental Instructional Materials:

Instructional supplies will be purchased to facilitate instruction and to support the completion of assigned academic tasks. In addition, supplemental materials necessary for mathematics teaching and learning will be purchased as needed. Additional instructional supplies are also needed to support the Unique Curriculum and Community Based Instruction (Gr. 6-8) programs at Audubon. During online learning, we are also seeing an increased need for printed materials for students including packets that can be sent home.

Assessments:

Our district's CSI funds were used to purchase the iReady Assessment System to provide a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This will allow us to have a schoolwide approach to gathering data regarding Black Youth progress in ELA and Math. This information is critical in making instructional decisions for Tier 1 instruction, small groups, and individual student interventions and enrichment, as well as making decisions around reclassification. Black Youth will be closely monitored for growth on assessments

We will also review and update our Black Youth Call to Action.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N000996	Supplies		$2,074.00	$2,074.00	0009-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		Supplemental instructional materials are needed to support daily teaching and learning for all students, including our Black Youth.
N0009D0	Contracted Svcs > $25K		$7,000.00	$7,000.00	0009-31820-23-5100-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Black youth referred to our contracted mental health clinician will receive the mental health supports they need in order to get them to successfully engage in school and their core academic classes.

Promotion Supports

*Students to be served by this Strategy/Activity

All Grades 3, 5, and 7 students and English Learners and Students with Disabilities within these grade levels.

*Strategy/Activity - Description

Professional Development/PLCs:

Visiting teachers are funded so that teachers can meet in full-day grade level collaboration in addition to their VAPA PLC half-day release days. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

San Diego State University Center for Excellence in Early Development:

Mental Health Clinician from SDSU will work with and support all students and their teachers and families to specifically address mental health concerns and social emotional learning, and provide restorative practice and trauma informed care trainings in order to reduce and/or eliminate suspensions and chronic absenteeism. The Mental Health Clinician will also work with their parents and the classroom teacher to provide trainings, such as SEL, TIC and RJP, that will support the student's ability to engage and in return support increasing graduation and promotion rates.

Assessments:

The district, using CSI funds, purchased the iReady Assessment System to provide a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This will allow us to have a schoolwide approach to gathering data regarding EL progress in ELA and Math. This information is critical in making instructional decisions for Tier 1 instruction, small groups, and individual student interventions and enrichment, as well as making decisions around reclassification.

In-School Resource Teacher:

An In-School Resource Teacher has been funded to support the school site with Reading, Math, and EL progress data collection, organization, and

presentation so the data can be utilized during PLCs and Leadership Team Meetings for data dives, and instructional planning.

VAPA Half Day PLC Release Time:

For the 22-23 school year, we have contracted with our district's VAPA department to provide grade level teams half-day PLC release days for student data dives, lesson designs, and instructional planning for student supports and interventions.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F000927	Inschool Resource Tchr - NEW POSN, SBB2538022	0.25000	$24,729.00	$35,622.68	0009-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		The In School Resource Teacher (ISRT) to support our graduation and promotion rates will support staff with site and data organization so we can better monitor student achievement towards graduation and promotion.
N0009CI	Interprogram Svcs/VAPA		$5,321.75	$5,321.75	0009-30106-00-5738-1000-1110-01000-1313	Title I Supplmnt Prog Imprvmnt	[no data]		VAPA Visiting Teachers are utilized to cover classrooms so teachers can participate in half-day PLC and LAP work.
N0009CJ	Interprogram Svcs/VAPA		$2,178.25	$2,178.25	0009-30100-00-5738-1000-1110-01000-1313	Title I Basic Program	[no data]		VAPA Visiting Teachers are needed to provide classroom coverage for teachers while they participate in half-day PLCs and LAP work.
N0009CQ	Contracted Svcs > $25K		$7,000.00	$7,000.00	0009-31820-23-5100-1000-1110-01000-0000	ESSA Schl Imp (CSI) Funding	[no data]		Students are referred to receive mental health services and supports from our contracted Mental Health Clinician so they may participate and engage in school to improve their levels of achievement in their core subject areas.
N0009D1	Supplies		$3,008.67	$3,008.67	0009-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Supplemental classroom supplies are needed to support teaching and learning in all classrooms, especially for ELA, Math, Science.

LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and Community Engagement with Highly Regarded Neighborhood Schools that Serve Students, Families, and Communities

Annual Review of This Goal: SPSA Reviewed 2021-22

*Analysis

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

Implementation: Communication with all parents regarding student progress and educational updates is critical. Communication and connection with families is established through informal parent meetings, report cards, parent/teacher conferences, Zoom with the Principal and Parent Workshops.
Every year, it is our goal to get at least 80% of our families to participate in one or more of these parent involvement activities. We reach out to parents via flyers, School Messenger, Monday Morning Assemblies, monthly calendars, Class Dojo, Google Classroom, teacher and staff communications, and our marquee. We also communicate all of the events in both English and Spanish when possible and provide our parents with a magnetic school calendar of events. Our main goal this year is to communicate to our parents/guardians and families that parent involvement is a "SAFE" activity that won't result in anything that can compromise the family.
1. We have an active and effective PTO at Audubon, but recruitment of more families and staff is needed.
2. We will continue to hold SSC, and ELAC parent meetings and this year, we will hold meetings in person as much as possible or to hold meeting virtually if that is more convenient for our parents.
Parent communication is facilitated through funding for duplication services of items such as the yearly parent handbook and flyers for special events. Parent workshops will be held on site and in-person. We will be enhancing the workshops by funding for basic supplies such as paper, writing utensils, books, and binders. In addition, refreshments will be provided during parent workshops, Coffee with the Principal, ELAC meetings, etc.
Outcomes/Effectiveness: While we set goals around family and community engagement based on CSPS for 2022, due to site closures the data available at this time is not reflective of in-person involvement. We are moving this goal forward for the 2022-2023 school year.

*Major Differences

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The major difference for the 22-23 school year, is that we are now able to have parents and community enter the school site and participate in in-person meetings and celebrations. Although we opened for in-person schooling last year, parents and community members weren't allowed to enter the school site in order to maintain our health and safety COVID protocols as mandated by our school district.

*Changes

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

Due to the change of yearly establishment of the English Learner Advisory Committee (ELAC), we are reestablishing our ELAC for the 2022-2023 School Year. WE continue to use CSI funds to purchase a contract with a mental health clinician from SDSU Center for Excellence in Early Development. The Clinician will be organizing and coordinating parent trainings to support mental health issues, social emotional learning, and restorative practices in order to reduce/eliminate Chronic Absenteeism. We will also be collaborating with our Family Engagement Department to provide parent trainings and workshops for our families.

*Identified Need

Due to the CA Dashboard being in transition, we are using CA Dashboard data from the 2018-2019 school year. Attendance data from the 2019 California Dashboard shows that as a site, we are in the Orange Performance Level for Academic Engagement: Chronic Absenteeism for All Students (19.9%). We also have two student groups in the Red Performance Level (Students with Disabilities and Hispanic) and three student groups in the Orange Performance Level (African American, English Learners, and Homeless).

The basis for establishing our AMO goal is driven by the category of "Parental Involvement" on the Cal Schools Parent Survey 2018-19 under the specific indicators related to these prompts:
- School allows input and welcomes parents' contributions
- School encourages me to be an active partner with the school in educating my child
- School actively seeks the input of parents before making important decisions
- Parents feel welcome to participate at this school

Although we have a good percentage of parents who agree or strongly agree that our school makes them feel included and involved, we would like to see an increase in the category of Strongly Agree.

*Goal 6- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	Other (Describe in Objective)	Reduce the percentage of students who are chronically absent as measured by the CA Dashboard and Hoonuit Data Platform by communicating with	11.78	0.0	Other - Describe in objective

By Date	Participants	Objective	Baseline	Target	Measure of Success
		parents through trainings the importance of school attendance..			
June 2023	Other (Describe in Objective)	Parents/guardians will participate in at least one school event per the CSPS.	82.0	90.0	CAL - SCHLS (CSPS)

*Annual Measurable Outcomes					
By Date	**Participants**	**Objective**	**Baseline Percentage**	**Target Percentage**	**Measure of Success**
June 2023	ELAC	increase percentage of parents participating in ELAC	40	67	Meeting Attendance
June 2023	SGT	Develop a functional SGT.	0	80	Meeting Attendance

Capacity Building Through Parent Workshops:

*Families to be served by this Strategy/Activity

All Families

*Strategy/Activity - Description

Although the school site continues to be closed to parents and community due to pandemic mitigation protocols, we are funding child care costs, duplicating, supplies, and light refreshments in order to facilitate the following activities for when there is a change to the mitigation protocols:
- The school will seek out opportunities for parent workshops through the district and community as well as SDSU Center for Excellence in Early Development.
- Presenters will be arranged to provide workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results", etc.
- School site has monthly Coffee with the Principal where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Coffee with the Principal throughout the year include:
- Title 1 Presentation
- Attendance
- Schoolwide Academic Performance
- Safety Plan
- Explaining the role of support staff (counselor, resource teacher, PE teacher), Health and Wellness (RJP/SEL)
- PowerSchool Parent Portal

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N000952	Supplies		$1,500.00	$1,500.00	0009-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Basic supplies such as paper, handouts, writing utensils, etc., are needed to support parent workshops and parent involvement activities.
N00095S	Interprogram Svcs/Duplicating		$1,000.00	$1,000.00	0009-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Utilizing our district duplicating services supports bulk copying of required parent handouts and documents such as Title One Parent and Family Engagement Policy, Home School Compact, Comprehensive School Safety Plan, SARC, SPSA, etc.
N00097V	Inservice supplies		$398.00	$398.00	0009-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement	[no data]		Refreshments and serving products are provided to parents during parent meetings.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the School Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

APPENDIX A

BUDGET SUMMARY

Audubon K-8 Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	$ 166,211
Total Federal Funds Provided to the School from the LEA for CSI (31820)	$ 126,711
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	$ 434,994

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the school wide program. Adjust the table as needed. If the school is not operating a Title I school wide program this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I Supplemental (30106)	$ 70,910
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school (30106): $ 70,910

List the State and local programs that the school is including in the school wide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCFF Intervention (09800)	$ 71,162
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school (09800): $ 71,162

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): $ 434,994

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Audubon K-8	09800 LCFF Intervention Support	(blank)	1189 Retired Clsrm Teacher Hrly	Retired Clsrm Teacher Hrly	12,116.00	0	$12,116.00
Audubon K-8			1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	24,231.00	0	$24,231.00
Audubon K-8			3000 Benefits			0	$8,654.22
Audubon K-8			4301 Supplies	Supplies	23,661.00	0	$23,661.00
Audubon K-8			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	2,500.00	0	$2,500.00
Audubon K-8		(blank) Total				0	$71,162.22
Audubon K-8	09800 LCFF Intervention Support Total					0	$71,162.22
Audubon K-8	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	98,916.00	1	$98,916.00
Audubon K-8			3000 Benefits			0	$43,574.72
Audubon K-8		Inschool Resource Tchr Total				1	$142,490.72
Audubon K-8		(blank)	1192 Prof&Curriclm Dev Vist Tchr	Prof&Curriclm Dev Vist Tchr	7,288.00	0	$7,288.00
Audubon K-8			3000 Benefits			0	$1,735.28
Audubon K-8			4301 Supplies	Supplies	2,074.00	0	$2,074.00
Audubon K-8			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	1,012.00	0	$1,012.00
Audubon K-8			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	8,713.00	0	$8,713.00
Audubon K-8		(blank) Total				0	$20,822.28
Audubon K-8	30100 Title I Basic Program Total					1	$163,313.00
Audubon K-8	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	1,500.00	0	$1,500.00
Audubon K-8			4304 Inservice supplies	Inservice supplies	398	0	$398.00
Audubon K-8			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	1,000.00	0	$1,000.00
Audubon K-8		(blank) Total				0	$2,898.00
Audubon K-8	30103 Title I Parent Involvement Total					0	$2,898.00
Audubon K-8	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210 Counselor	Counselor	8,954.30	0.1	$8,954.30
Audubon K-8			3000 Benefits			0	$4,129.83
Audubon K-8		School Counselor Total				0.1	$13,084.13
Audubon K-8		(blank)	4301 Supplies	Supplies	13,539.00	0	$13,539.00
Audubon K-8			5738 Interprogram Svcs/VAPA	Interprogram Svcs/VAPA	21,287.00	0	$21,287.00
Audubon K-8			5853 Contracted Svcs Less Than $25K	Contracted Svcs Less Than $25K	23,000.00	0	$23,000.00
Audubon K-8		(blank) Total				0	$57,826.00
Audubon K-8	30106 Title I Supplmnt Prog Imprvmnt Total					0.1	$70,910.13
Audubon K-8	31820 ESSA Schl Imp (CSI) Funding	(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	24,231.00	0	$24,231.00
Audubon K-8			1957 Non Clsrm Tchr Hrly	Non Clsrm Tchr Hrly	4,846.00	0	$4,846.00
Audubon K-8			2951 Noon Supervision	Noon Supervision	2,919.00	0	$2,919.00
Audubon K-8			3000 Benefits			0	$8,003.54
Audubon K-8			5100 Contracted Svcs > $25K	Contracted Svcs > $25K	70,000.00	0	$70,000.00
Audubon K-8			5853 Contracted Svcs Less Than $25K	Contracted Svcs Less Than $25K	16,711.00	0	$16,711.00
Audubon K-8		(blank) Total				0	$126,710.54
Audubon K-8	31820 ESSA Schl Imp (CSI) Funding Total					0	$126,710.54

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY

San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

AUDUBON PRE K-8 SCHOOL
TITLE I PARENT AND FAMILY ENGAGEMENT POLICY 2022-23

In the fall, an annual meeting is held to share with parents a description of the Title I program and its requirements.

Audubon UTK-8 School has developed a written Title I parent and family engagement policy with input from Title I parents. School staff and parents jointly developed and agreed on the policy at SSC meetings that were held.

For the 22-23 School Year, the Title One Family Engagement Policy has been shared with parents of Title I students via Principal's Zoom with Parents, hard copies sent home, notifications and postings via school messenger and posted on several of our schools Social Media Platforms for our parents and families to access.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

- **Our School Site Council provides input and feedback.**
- **This school convenes an annual meeting to inform parent of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. The meeting will be during our monthly parent meetings and in their Home Language.**
- **The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings are held in the morning, before school and after school via Zoom to provide parents an equal opportunity to attend.**
- **The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parent involvement policy. Parent input opportunities will include: parent meetings, training sessions and meetings and sharing information with the School Site Council (SSC).**

> - **All of the input from various stakeholders is compiled and included in the plan.**

To involve parents in the Title I, Part A programs, the following practices have been established:

> - **Plan school events that are flexible to parent schedules in order to connect with the families.**
> - **Recruit parent volunteers**
> - **Encourage parents to the Family Parent Center on the school site**
> - **Keep parents informed of educational goals and curriculum at monthly parent meetings.**
> - **Provide training and resources to parents, on content standards academic achievement standards, academic assessments/**

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]).
Add details about the annual meetings in the box below:

> - **The school convenes an annual meeting to inform parents of Tile I students about Title I requirements and about the right of parents to be involved in the Title I program. The parents are informed about the meeting via school messenger, and flyers. The meeting is held in the Home Language(s) that parents will understand. Handouts are provided with Title I information and way they can be involved.**

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

> - **The parents are provided a survey to indicate their preferred time of parent meetings.**
> - **Offer the Annual meeting in both the morning and the evening to increase participation.**
> - **The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. Meetings will be held in the morning before school and after school to provide parents an equal opportunity to attend.**

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A

programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

● **Develop the plan with the School Site Council** ● **Receive input from various stakeholders and committees.** ● **Opportunities for parent input on planning, review and improvement of school's Title I programs will include:** ● **Parent meetings** ● **Training sessions** ● **Meetings and sharing information with the School Site Council (SSC)**

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c](4][A]). How does the school provide the information?

● **The school provides parents of Title I students with an explanation of the curriculum used at the school, assessments used to measure student progress, and the proficiency levels students are expected to meet.** ● **Parents will have opportunities to receive student progress information through Back to School Night, Spring Open House, parent meetings, trainings and meetings held in the morning and/or evenings with staff.**

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]). How does the school provide the information?

● **The school provides parent meetings such as Curriculum Night to discuss curriculum used at the school by grade level, assessments used to measure student progress and grade level expectations for success.** ● **During Coffee with the Principal, parents are provided a monthly review on the focus of study each grade level is working on (throughout the year).** ● **The school counselor meets with each classroom quarterly to provide students with grade level expectations in order to keep them on track for graduation requirements.** ● **Teachers inform students about content requirements and expectations and maintain on-going communication about curriculum and learning goals through parent/student portal and phone calls.**

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

> - **Parents have various opportunities and when requested by participating in parent meetings such as: SSC, SGT, and individual meetings, parent workshops, Curriculum night, response to intervention meetings, special education meetings.**

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

> - **The school hosts various monthly g informing parents of various topics regarding student achievement, curriculum, student's success and supports such as:**
> - **Parent workshops every month**
> - **Title I Annual Parent Meeting**
> - **Family Curriculum Night**
> - **Parent Teacher Conferences**
> - **RTI meetings**
> - **Special Education Meetings**
> - **Coffee with the Principal monthly meetings**

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

> - **The school will conduct parent surveys to assess what families are already doing and what they need to learn to support learning at home.**
> - **Parent training will be in the specific skill areas identified through the survey.**
> - **Parent training and information with materials will be provided to help parents support their child learning and improve student achievement.**

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

> - **School provides professional development to staff on:**
> - **the value of parent/family involvement;**
> - **outreach, communication, and partnering with parents;**
> - **building ties between the home and the school and strategies for parents to support student achievement and learning at home**

- **Growth Mindset**
- **Social Emotional Learning and Restorative Justice Practices**
- **Diversity and Equity**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children (ESSA Section 1116[e][4]).

- **Disseminate to parent information available from parent information and resource centers.**
- **The school provides resources to parents at our open house(s) events.**
- **The school hosts a parent room with various resources, parent meeting and trainings throughout the year from community resources.**

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

- **The school provides all information related to school and parent programs, meetings and school events in a format and language spoken by families via:**
- **mail, flyers, letters, and school messenger.**
- **Share copies and flyers in our school front office**
- **Post school information and events on school website.**

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

- **The school surveys parents to plan and conduct activities to help parents support their child's learning and improve achievement.**
- **The school implements parents trainings based on the results of the survey.**
- **Parents are encouraged to meet with teachers and or school personnel and when requested.**
- **Open door policy for parents to come in and meet and or call.**
- **Teachers communicate via parent/student portal**
- **Coordinated volunteer opportunities on site such as class volunteer, fieldtrip chaperones.**

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

- **Provide all parents with timely information about schools and students programs and events in the home language when required.**
- **Inform parents of English Learners and Special Needs students on how they can be involved in the education of their children in the home language.**
- **Interpreters for meetings and conferences provided**
- **Translate school flyers and information when needed**
- **Staff members translate and communicate on phone and for conferences**

If the school-wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

- **We will gather and address unsatisfactory parent comments on the plan and maintain them on our records and share them with our local educational agency.**
- **This unsatisfactory feedback is also shared with our School Site Council.**

This policy was adopted by Audubon UTK-8 School on September 13, 2022 and will be in effect for the period of September 2022-June 2023.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: October 5, 2022.

Mr. Tim L. Suanico, Principal

September 13, 2022

APPENDIX C

SCHOOL PARENT COMPACT

San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

AUDUBON UTK-8 SCHOOL

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-2023.

Audubon UTK-8 School distributes to parents and family members of Title I, Part A of Elementary and Secondary Education Act, a School-Parent Compact. This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school's responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children's learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child's class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children's progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides Title I, Part A parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

- **Provide parent training on how to read the CAASPP results of their child.**
- **Meet with parents and counselor to plan educational goals of their child.**
- **Parents meeting with teachers to talk about their child's progress and what they're learning.**

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

- **Provide parent training, including strategies and resources for communicating with parents about: content standards; expectations for student achievement; and strategies for parents to support student achievement and learning at home.**
- **Develop parent guides and tools to support learning at home.**
- **Disseminate information to families on: academic performance standards, proficiencies, expected skills; school rules; results of assessments; materials and trainings to help parents work with their children.**

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

- **Focus on building trusting, collaborative relationships among teachers, parents and communities.**
- **Provide support, information and professional development for staff on: the value of parent involvement;**
- **implement parent/family programs, events;**
- **Provide information on strategies and resources for communicating with parents about content standards, expectations for student achievement and strategies for parents to support student achievement and learning at home.**

> ● **Include information and support to staff about specific strategies for parent involvement during principal's meetings with staff.**

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

> ● **Communicate with parents via school messenger/flyers, social media, and other resources available to them to support the education of their children.**
> ● **Actively solicit support for educational programs for parents.**
> ● **Provide teachers with lists of available community resources so they are available when meeting with parents.**

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

> ● **Develop and disseminate critical school and student information to parents in their home language.**
> ● **Establish and provide a system to support translation and interpretation when holding a parent meeting, IEP, etc.**
> ● **Provide parent trainings in their home language.**

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

> ● **Survey parents on what topics/trainings they are interested in that will support student achievement.**
> ● **Survey families or collect other evaluations throughout the year to evaluate the content and effectiveness of the parent activities and involvements.**

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students;

and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

> - **Provide all parents with timely information about schools and students programs and events in the home language when required.**
> - **Inform parents of English Learners and Special needs on how they can be involved the education of their children.**

This Compact was adopted by the Audubon UTK-8 School on September 13, 2022, and will be in effect for the period of September 2022 – June 2023.

The school will distribute the Compact to all parents and family members of students participating on, or before October 5, 2022.

Mr. Tim L. Suanico, Ed.S, Principal

September 13, 2022

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from the ELA/Math Multi-year Demographic Summary found at: https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

Additional data for schools can be found in:

• Illuminate
• California Dashboard

> * Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Audubon
All Grades Combined

Student Group	English Language Arts															Chg From		Mathematics															Chg From	
	2016		2017		2018		2019		2022		2016	2019		2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%		N	%	N	%	N	%	N	%	N	%	%	%
Total	299	34.1	281	29.2	284	34.5	296	35.5	246	35.4	1.3	-0.1		297	23.9	282	26.6	294	30.3	296	28.0	249	30.5	6.6	2.5
Female	138	37.7	143	37.8	144	33.3	143	38.5	123	44.7	7.0	6.2		136	22.1	143	23.8	149	26.8	144	25.0	124	31.5	9.4	6.5
Male	161	31.1	138	20.3	140	35.7	153	32.7	122	26.2	-4.9	-6.5		161	25.5	139	29.5	145	33.8	152	30.9	124	29.8	4.3	-1.1
African American	30	16.7	29	13.8	30	26.7	26	23.1	19	31.6	14.9	8.5		30	10.0	29	13.8	30	23.3	26	15.4	19	5.3	-4.7	-10.1
Asian	1	-	1	-	0	-	7	-	3	-	-	-		1	-	1	-	0	-	7	-	3	-	-	-
Filipino	15	53.3	14	57.1	13	61.5	11	54.5	11	45.5	-7.8	-9.0		15	46.7	14	50.0	13	38.5	11	45.5	11	54.5	7.8	9.0
Hispanic	225	33.8	204	28.4	208	34.1	222	35.1	183	34.4	0.6	-0.7		225	23.6	205	27.3	218	30.3	222	27.5	186	32.8	9.2	5.3
Native American	0	-	1	-	1	-	0	-	0	-	-	-		0	-	1	-	1	-	0	-	0	-	-	-
Pacific Islander	6	-	7	-	5	-	5	-	3	-	-	-		4	-	7	-	5	-	5	-	3	-	-	-
White	7	-	10	40.0	8	-	9	-	11	27.3	-	-		7	-	10	10.0	8	-	9	-	11	18.2	-	-
Multiracial	9	-	9	-	13	38.5	16	43.8	16	31.3	-	-12.5		9	-	9	-	13	38.5	16	43.8	16	25.0	-	-18.8
English Learner	96	13.5	80	5.0	78	12.8	85	14.1	62	14.5	1.0	0.4		96	10.4	80	3.8	88	11.4	85	10.6	65	15.4	5.0	4.8
English-Speaking	203	43.8	201	38.8	206	42.7	211	44.1	184	42.4	-1.4	-1.7		201	30.3	202	35.6	206	38.3	211	35.1	184	35.9	5.6	0.8
Reclassified†	71	63.4	74	58.1	80	53.8	78	62.8	65	55.4	-8.0	-7.4		71	42.3	74	50.0	81	45.7	78	50.0	65	49.2	6.9	-0.8
Initially Eng. Speaking	132	33.3	127	27.6	126	35.7	133	33.1	119	35.3	2.0	2.2		130	23.8	128	27.3	125	33.6	133	26.3	119	28.6	4.8	2.3
Econ. Disadv.*	272	33.8	253	26.5	256	32.8	262	34.7	209	31.1	-2.7	-3.6		270	22.6	254	26.4	261	29.1	262	27.5	212	27.4	4.8	-0.1
Non-Econ. Disadv.	27	37.0	28	53.6	28	50.0	34	41.2	37	59.5	22.5	18.3		27	37.0	28	28.6	33	39.4	34	32.4	37	48.6	11.6	16.2
Gifted	70	52.9	67	41.8	53	60.4	45	55.6	19	68.4	15.5	12.8		70	44.3	68	57.4	53	64.2	45	57.8	19	73.7	29.4	15.9
Not Gifted	229	28.4	214	25.2	231	28.6	251	31.9	227	32.6	4.2	0.7		227	17.6	214	16.8	241	22.8	251	22.7	230	27.0	9.4	4.3
With Disabilities	46	10.9	48	6.3	48	2.1	53	3.8	43	7.0	-3.9	3.2		46	6.5	48	10.4	48	4.2	53	1.9	43	4.7	-1.8	2.8
WO Disabilities	253	38.3	233	33.9	236	41.1	243	42.4	203	41.4	3.1	-1.0		251	27.1	234	29.9	246	35.4	243	33.7	206	35.9	8.8	2.2
Homeless	31	16.1	45	22.2	39	30.8	61	32.8	72	20.8	4.7	-12.0		31	9.7	46	17.4	39	30.8	61	21.3	50	22.0	12.3	0.7
Foster	0	-	3	-	3	-	0	-	2	-	-	-		5	-	3	-	3	-	0	-	2	-	-	-
Military	8	-	8	-	14	64.3	13	69.2	6	-	-	-		8	-	8	-	14	57.1	13	69.2	7	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Audubon
Grade 3

Student Group	English Language Arts													Chg From		Mathematics													Chg From	
	2016		2017		2018		2019		2022		2016	2019				2016		2017		2018		2019		2022		2016	2019			
	N	%	N	%	N	%	N	%	N	%	%	%				N	%	N	%	N	%	N	%	N	%	%	%			
Total	43	32.6	38	23.7	48	35.4	0	-	51	37.3	4.7	-				43	23.3	38	28.9	48	43.8	58	31.0	53	49.1	25.8	18.1			
Female	21	28.6	20	35.0	22	31.8	0	-	28	46.4	17.8	-				21	19.0	20	30.0	22	40.9	30	30.0	29	51.7	32.7	21.7			
Male	22	36.4	18	11.1	26	38.5	0	-	23	26.1	-10.3	-				22	27.3	18	27.8	26	46.2	28	32.1	24	45.8	18.5	13.7			
African American	5	-	3	-	2	-	0	-	5	-	-	-				5	-	3	-	2	-	4	-	5	-	-	-			
Asian	1	-	0	-	0	-	0	-	0	-	-	-				1	-	0	-	0	-	3	-	0	-	-	-			
Filipino	2	-	0	-	0	-	0	-	3	-	-	-				2	-	0	-	0	-	2	-	3	-	-	-			
Hispanic	30	33.3	29	24.1	40	32.5	0	-	37	40.5	7.2	-				30	26.7	29	34.5	40	42.5	41	29.3	39	59.0	32.3	29.7			
Native American	0	-	0	-	0	-	0	-	0	-	-	-				0	-	0	-	0	-	0	-	0	-	-	-			
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-				1	-	0	-	0	-	1	-	0	-	-	-			
White	2	-	1	-	0	-	0	-	3	-	-	-				2	-	1	-	0	-	2	-	3	-	-	-			
Multiracial	1	-	4	-	4	-	0	-	3	-	-	-				1	-	4	-	4	-	5	-	3	-	-	-			
English Learner	20	20.0	15	6.7	22	13.6	0	-	15	46.7	26.7	-				20	10.0	15	6.7	22	27.3	18	22.2	17	47.1	37.1	24.9			
English-Speaking	23	43.5	23	34.8	26	53.8	0	-	36	33.3	-10.2	-				23	34.8	23	43.5	26	57.7	40	35.0	36	50.0	15.2	15.0			
Reclassified†	3	-	4	-	10	50.0	0	-	8	-	-	-				3	-	4	-	10	60.0	9	-	8	-	-	-			
Initially Eng. Speaking	20	40.0	19	26.3	16	56.3	0	-	28	28.6	-11.4	-				20	30.0	19	31.6	16	56.3	31	25.8	28	42.9	12.9	17.1			
Econ. Disadv.*	42	33.3	34	23.5	40	27.5	0	-	46	37.0	3.7	-				42	23.8	34	32.4	40	37.5	50	32.0	48	52.1	28.3	20.1			
Non-Econ. Disadv.	27	37.0	4	-	8	-	0	-	5	-	-	-				1	-	4	-	8	-	8	-	5	-	-	-			
Gifted	5	-	8	-	2	-	0	-	19	68.4	-	-				5	-	8	-	2	-	5	-	19	73.7	-	-			
Not Gifted	38	26.3	30	16.7	46	34.8	0	-	51	37.3	11.0	-				38	18.4	30	16.7	46	43.5	53	26.4	53	49.1	30.7	22.7			
With Disabilities	7	-	7	-	9	-	0	-	8	-	-	-				7	-	7	-	9	-	9	-	8	-	-	-			
WO Disabilities	36	36.1	31	29.0	39	43.6	0	-	43	44.2	8.1	-				36	25.0	31	35.5	39	53.8	49	36.7	45	55.6	30.6	18.9			
Homeless	11	18.2	10	40.0	8	-	0	-	16	25.0	6.8	-				11	18.2	10	40.0	8	-	16	18.8	10	40.0	21.8	21.2			
Foster	0	-	0	-	0	-	0	-	0	-	-	-				0	-	0	-	0	-	0	-	0	-	-	-			
Military	0	-	3	-	6	-	0	-	1	-	-	-				0	-	3	-	6	-	4	-	2	-	-	-			

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Audubon
Grade 4

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	70	35.7	44	13.6	35	48.6	0	-	52	25.0	-10.7	-	70	30.0	44	20.5	36	41.7	44	40.9	52	30.8	0.8	-10.1
Female	38	34.2	23	21.7	19	36.8	0	-	24	29.2	-5.0	-	38	26.3	23	13.0	20	30.0	17	41.2	24	33.3	7.0	-7.9
Male	32	37.5	21	4.8	16	62.5	0	-	28	21.4	-16.1	-	32	34.4	21	28.6	16	56.3	27	40.7	28	28.6	-5.8	-12.1
African American	4	-	8	-	3	-	0	-	4	-	-	-	4	-	8	-	3	-	2	-	4	-	-	-
Asian	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	2	-	0	-	-	-
Filipino	6	-	3	-	0	-	0	-	5	-	-	-	6	-	3	-	0	-	0	-	5	-	-	-
Hispanic	53	35.8	27	11.1	28	50.0	0	-	35	20.0	-15.8	-	53	26.4	27	11.1	29	44.8	36	38.9	35	34.3	7.9	-4.6
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	2	-	2	-	0	-	0	-	1	-	-	-	2	-	2	-	0	-	0	-	1	-	-	-
White	1	-	2	-	2	-	0	-	4	-	-	-	1	-	2	-	2	-	0	-	4	-	-	-
Multiracial	3	-	0	-	2	-	0	-	3	-	-	-	3	-	0	-	2	-	4	-	3	-	-	-
English Learner	32	25.0	16	0.0	10	20.0	0	-	15	0.0	-25.0	-	32	18.8	16	0.0	12	8.3	20	20.0	15	13.3	-5.5	-6.7
English-Speaking	38	44.7	28	21.4	25	60.0	0	-	37	35.1	-9.6	-	38	39.5	28	32.1	24	58.3	24	58.3	37	37.8	-1.7	-20.5
Reclassified†	7	-	5	-	5	-	0	-	10	70.0	-	-	7	-	5	-	5	-	7	-	10	90.0	-	-
Initially Eng. Speaking	31	32.3	23	17.4	20	55.0	0	-	27	22.2	-10.1	-	31	35.5	23	34.8	19	52.6	17	47.1	27	18.5	-17.0	-28.6
Econ. Disadv.*	62	33.9	42	9.5	32	50.0	0	-	43	16.3	-17.6	-	62	24.2	42	19.0	31	45.2	37	35.1	43	25.6	1.4	-9.5
Non-Econ. Disadv.	8	-	2	-	3	-	0	-	9	-	-	-	8	-	2	-	5	-	7	-	9	-	-	-
Gifted	16	50.0	5	-	6	-	0	-	19	68.4	18.4	-	16	62.5	5	-	5	-	3	-	19	73.7	11.2	-
Not Gifted	54	31.5	39	12.8	29	44.8	0	-	52	25.0	-6.5	-	54	20.4	39	15.4	31	35.5	41	39.0	52	30.8	10.4	-8.2
With Disabilities	9	-	9	-	6	-	0	-	12	0.0	-	-	9	-	9	-	6	-	9	-	12	0.0	-	-
WO Disabilities	61	39.3	35	17.1	29	55.2	0	-	40	32.5	-6.8	-	61	34.4	35	25.7	30	46.7	35	51.4	40	40.0	5.6	-11.4
Homeless	31	16.1	12	0.0	8	-	0	-	12	8.3	-7.8	-	6	-	12	8.3	8	-	8	-	9	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	2	-	0	-	2	-	-	-	1	-	1	-	2	-	4	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Audubon
Grade 5

Student Group	English Language Arts										Chg From		Mathematics										Chg From	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	60	35.0	69	30.4	43	25.6	0	-	40	35.0	0.0	-	60	11.7	69	20.3	45	15.6	41	43.9	40	20.0	8.3	-23.9
Female	25	48.0	37	37.8	24	29.2	0	-	21	52.4	4.4	-	25	8.0	37	16.2	24	8.3	21	42.9	21	23.8	15.8	-19.1
Male	35	25.7	32	21.9	19	21.1	0	-	19	15.8	-9.9	-	35	14.3	32	25.0	21	23.8	20	45.0	19	15.8	1.5	-29.2
African American	7	-	4	-	8	-	0	-	3	-	-	-	7	-	4	-	8	-	5	-	3	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	0	-	5	-	3	-	0	-	1	-	-	-	0	-	5	-	3	-	0	-	1	-	-	-
Hispanic	50	36.0	52	28.8	27	25.9	0	-	32	31.3	-4.7	-	50	12.0	52	23.1	29	13.8	32	46.9	32	15.6	3.6	-31.3
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	3	-	2	-	0	-	1	-	-	-	0	-	3	-	2	-	0	-	1	-	-	-
White	1	-	2	-	2	-	0	-	2	-	-	-	1	-	2	-	2	-	2	-	2	-	-	-
Multiracial	1	-	2	-	0	-	0	-	1	-	-	-	1	-	2	-	0	-	2	-	1	-	-	-
English Learner	17	5.9	20	10.0	10	20.0	0	-	13	7.7	1.8	-	17	0.0	20	5.0	12	8.3	9	-	13	0.0	0.0	-
English-Speaking	43	46.5	49	38.8	33	27.3	0	-	27	48.1	1.6	-	43	16.3	49	26.5	33	18.2	32	56.3	27	29.6	13.3	-26.7
Reclassified†	23	73.9	19	52.6	10	30.0	0	-	10	50.0	-23.9	-	23	30.4	19	42.1	10	20.0	11	72.7	10	30.0	-0.4	-42.7
Initially Eng. Speaking	20	15.0	30	30.0	23	26.1	0	-	17	47.1	32.1	-	20	0.0	30	16.7	23	17.4	21	47.6	17	29.4	29.4	-18.2
Econ. Disadv.*	54	37.0	63	27.0	41	24.4	0	-	31	29.0	-8.0	-	54	13.0	63	19.0	43	14.0	36	44.4	31	12.9	-0.1	-31.5
Non-Econ. Disadv.	6	-	6	-	2	-	0	-	9	-	-	-	6	-	6	-	2	-	5	-	9	-	-	-
Gifted	17	58.8	16	25.0	5	-	0	-	5	-	-	-	17	11.8	16	37.5	5	-	6	-	5	-	-	-
Not Gifted	43	25.6	53	32.1	38	23.7	0	-	35	34.3	8.7	-	43	11.6	53	15.1	40	5.0	35	37.1	35	14.3	2.7	-22.8
With Disabilities	8	-	11	9.1	8	-	0	-	6	-	-	-	8	-	11	9.1	8	-	9	-	6	-	-	-
WO Disabilities	52	38.5	58	34.5	35	31.4	0	-	34	38.2	-0.3	-	52	13.5	58	22.4	37	18.9	32	53.1	34	23.5	10.0	-29.6
Homeless	3	-	8	-	8	-	0	-	12	8.3	-	-	3	-	8	-	8	-	13	38.5	7	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	2	-	0	-	1	-	-	-	2	-	1	-	2	-	2	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Audubon
Grade 6

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	51	23.5	42	31.0	62	43.5	0	-	46	41.3	17.8	-	51	21.6	43	34.9	64	18.8	46	13.0	46	19.6	-2.0	6.6
Female	26	30.8	21	42.9	31	38.7	0	-	27	51.9	21.1	-	26	15.4	21	42.9	32	15.6	24	12.5	27	18.5	3.1	6.0
Male	25	16.0	21	19.0	31	48.4	0	-	19	26.3	10.3	-	25	28.0	22	27.3	32	21.9	22	13.6	19	21.1	-6.9	7.5
African American	9	-	4	-	5	-	0	-	4	-	-	-	9	-	4	-	5	-	7	-	4	-	-	-
Asian	0	-	0	-	0	-	0	-	2	-	-	-	0	-	0	-	0	-	1	-	2	-	-	-
Filipino	3	-	0	-	6	-	0	-	2	-	-	-	3	-	0	-	6	-	3	-	2	-	-	-
Hispanic	33	18.2	35	31.4	44	43.2	0	-	32	37.5	19.3	-	33	21.2	36	33.3	46	17.4	30	10.0	32	21.9	0.7	11.9
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	2	-	0	-	1	-	-	-	1	-	0	-	2	-	2	-	1	-	-	-
White	2	-	2	-	1	-	0	-	1	-	-	-	2	-	2	-	1	-	2	-	1	-	-	-
Multiracial	1	-	1	-	3	-	0	-	4	-	-	-	1	-	1	-	3	-	1	-	4	-	-	-
English Learner	12	0.0	13	0.0	16	18.8	0	-	10	10.0	10.0	-	12	8.3	13	0.0	18	5.6	11	0.0	10	0.0	-8.3	0.0
English-Speaking	39	30.8	29	44.8	46	52.2	0	-	36	50.0	19.2	-	39	25.6	30	50.0	46	23.9	35	17.1	36	25.0	-0.6	7.9
Reclassified†	15	40.0	15	66.7	21	81.0	0	-	13	61.5	21.5	-	15	40.0	15	66.7	21	28.6	10	20.0	13	38.5	-1.5	18.5
Initially Eng. Speaking	24	25.0	14	21.4	25	28.0	0	-	23	43.5	18.5	-	24	16.7	15	33.3	25	20.0	25	16.0	23	17.4	0.7	1.4
Econ. Disadv.*	47	21.3	39	33.3	55	43.6	0	-	42	38.1	16.8	-	47	21.3	40	37.5	56	16.1	42	14.3	42	14.3	-7.0	0.0
Non-Econ. Disadv.	4	-	3	-	7	-	0	-	4	-	-	-	4	-	3	-	8	-	4	-	4	-	-	-
Gifted	12	50.0	12	50.0	15	73.3	0	-	6	-	-	-	12	58.3	13	61.5	15	33.3	6	-	6	-	-	-
Not Gifted	39	15.4	30	23.3	47	34.0	0	-	40	35.0	19.6	-	39	10.3	30	23.3	49	14.3	40	10.0	40	12.5	2.2	2.5
With Disabilities	8	-	6	-	12	0.0	0	-	4	-	-	-	8	-	6	-	12	0.0	7	-	4	-	-	-
WO Disabilities	43	25.6	36	36.1	50	54.0	0	-	42	42.9	17.3	-	43	23.3	37	35.1	52	23.1	39	15.4	42	21.4	-1.9	6.0
Homeless	8	-	2	-	5	-	0	-	16	25.0	-	-	8	-	3	-	5	-	8	-	10	0.0	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	2	-	1	-	0	-	0	-	-	-	0	-	2	-	1	-	1	-	0	-	-	-

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† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Audubon
Grade 7

Student Group	English Language Arts													Chg From		Mathematics													Chg From	
	2016		2017		2018		2019		2022		2016	2019				2016		2017		2018		2019		2022		2016	2019			
	N	%	N	%	N	%	N	%	N	%	%	%				N	%	N	%	N	%	N	%	N	%	%	%			
Total	37	40.5	54	37.0	45	26.7	0	-	29	41.4	0.9	-				35	34.3	54	25.9	49	30.6	59	25.4	30	33.3	-1.0	7.9			
Female	12	41.7	30	46.7	22	36.4	0	-	11	36.4	-5.3	-				10	40.0	30	26.7	24	37.5	29	10.3	11	27.3	-12.7	17.0			
Male	25	40.0	24	25.0	23	17.4	0	-	18	44.4	4.4	-				25	32.0	24	25.0	25	24.0	30	40.0	19	36.8	4.8	-3.2			
African American	2	-	8	-	5	-	0	-	0	-	-	-				2	-	8	-	5	-	4	-	0	-	-	-			
Asian	0	-	0	-	0	-	0	-	1	-	-	-				0	-	0	-	0	-	1	-	1	-	-	-			
Filipino	2	-	4	-	0	-	0	-	0	-	-	-				2	-	4	-	0	-	6	-	0	-	-	-			
Hispanic	29	37.9	33	36.4	36	27.8	0	-	24	41.7	3.8	-				29	34.5	33	27.3	40	30.0	40	22.5	25	28.0	-6.5	5.5			
Native American	0	-	1	-	0	-	0	-	0	-	-	-				0	-	1	-	0	-	0	-	0	-	-	-			
Pacific Islander	2	-	1	-	0	-	0	-	0	-	-	-				0	-	1	-	0	-	2	-	0	-	-	-			
White	0	-	3	-	2	-	0	-	0	-	-	-				0	-	3	-	2	-	2	-	0	-	-	-			
Multiracial	1	-	1	-	2	-	0	-	4	-	-	-				1	-	1	-	2	-	4	-	4	-	-	-			
English Learner	7	-	10	10.0	12	0.0	0	-	7	-	-	-				7	-	10	10.0	15	0.0	14	7.1	8	-	-	-			
English-Speaking	30	50.0	44	43.2	33	36.4	0	-	22	54.5	4.5	-				28	39.3	44	29.5	34	44.1	45	31.1	22	45.5	6.2	14.4			
Reclassified†	9	-	20	55.0	15	53.3	0	-	11	54.5	-	-				9	-	20	40.0	16	50.0	20	50.0	11	54.5	-	4.5			
Initially Eng. Speaking	21	47.6	24	33.3	18	22.2	0	-	11	54.5	6.9	-				19	31.6	24	20.8	18	38.9	25	16.0	11	36.4	4.8	20.4			
Econ. Disadv.*	31	45.2	46	32.6	42	28.6	0	-	23	34.8	-10.4	-				29	34.5	46	23.9	44	34.1	52	25.0	24	25.0	-9.5	0.0			
Non-Econ. Disadv.	6	-	8	-	3	-	0	-	6	-	-	-				6	-	8	-	5	-	7	-	6	-	-	-			
Gifted	12	50.0	13	61.5	11	63.6	0	-	3	-	-	-				12	58.3	13	61.5	12	66.7	13	69.2	3	-	-	-			
Not Gifted	25	36.0	41	29.3	34	14.7	0	-	26	38.5	2.5	-				23	21.7	41	14.6	37	18.9	46	13.0	27	29.6	7.9	16.6			
With Disabilities	7	-	9	-	8	-	0	-	6	-	-	-				7	-	9	-	8	-	12	0.0	6	-	-	-			
WO Disabilities	30	46.7	45	42.2	37	32.4	0	-	23	52.2	5.5	-				28	39.3	45	28.9	41	34.1	47	31.9	24	41.7	2.4	9.8			
Homeless	31	16.1	11	36.4	3	-	0	-	6	-	-	-				1	-	11	27.3	3	-	6	-	6	-	-	-			
Foster	0	-	0	-	0	-	0	-	0	-	-	-				0	-	0	-	0	-	0	-	0	-	-	-			
Military	3	-	0	-	2	-	0	-	1	-	-	-				3	-	0	-	2	-	1	-	1	-	-	-			

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

2016-2022 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Audubon
Grade 8

Student Group	English Language Arts 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %	Mathematics 2016 N	%	2017 N	%	2018 N	%	2019 N	%	2022 N	%	Chg From 2016 %	2019 %
Total	38	39.5	34	38.2	51	27.5	0	-	28	35.7	-3.8	-	38	26.3	34	35.3	52	36.5	48	16.7	28	25.0	-1.3	8.3
Female	16	50.0	12	41.7	26	26.9	0	-	12	50.0	0.0	-	16	37.5	12	16.7	27	33.3	23	21.7	12	25.0	-12.5	3.3
Male	22	31.8	22	36.4	25	28.0	0	-	15	26.7	-5.1	-	22	18.2	22	45.5	25	40.0	25	12.0	15	26.7	8.5	14.7
African American	3	-	2	-	7	-	0	-	3	-	-	-	3	-	2	-	7	-	4	-	3	-	-	-
Asian	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Filipino	2	-	2	-	4	-	0	-	0	-	-	-	2	-	2	-	4	-	0	-	0	-	-	-
Hispanic	30	40.0	28	35.7	33	24.2	0	-	23	39.1	-0.9	-	30	26.7	28	35.7	34	35.3	43	18.6	23	30.4	3.7	11.8
Native American	0	-	0	-	1	-	0	-	0	-	-	-	0	-	0	-	1	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
White	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	1	-	1	-	-	-
Multiracial	2	-	1	-	2	-	0	-	1	-	-	-	2	-	1	-	2	-	0	-	1	-	-	-
English Learner	8	-	6	-	8	-	0	-	2	-	-	-	8	-	6	-	9	-	13	0.0	2	-	-	-
English-Speaking	30	50.0	28	46.4	43	32.6	0	-	26	38.5	-11.5	-	30	33.3	28	42.9	43	41.9	35	22.9	26	26.9	-6.4	4.0
Reclassified†	14	57.1	11	63.6	19	31.6	0	-	13	46.2	-10.9	-	14	42.9	11	54.5	19	57.9	21	33.3	13	23.1	-19.8	-10.2
Initially Eng. Speaking	16	43.8	17	35.3	24	33.3	0	-	13	30.8	-13.0	-	16	25.0	17	35.3	24	29.2	14	7.1	13	30.8	5.8	23.7
Econ. Disadv.*	36	36.1	29	34.5	46	23.9	0	-	24	33.3	-2.8	-	36	25.0	29	34.5	47	36.2	45	17.8	24	25.0	0.0	7.2
Non-Econ. Disadv.	2	-	5	-	5	-	0	-	4	-	-	-	2	-	5	-	5	-	3	-	4	-	-	-
Gifted	8	-	13	38.5	14	50.0	0	-	5	-	-	-	8	-	13	61.5	14	78.6	12	33.3	5	-	-	-
Not Gifted	30	40.0	21	38.1	37	18.9	0	-	23	26.1	-13.9	-	30	26.7	21	19.0	38	21.1	36	11.1	23	8.7	-18.0	-2.4
With Disabilities	46	10.9	6	-	5	-	0	-	7	-	-	-	7	-	6	-	5	-	7	-	7	-	-	-
WO Disabilities	31	48.4	28	42.9	46	30.4	0	-	21	42.9	-5.5	-	31	32.3	28	39.3	47	40.4	41	19.5	21	28.6	-3.7	9.1
Homeless	31	16.1	2	-	7	-	0	-	10	40.0	23.9	-	2	-	2	-	7	-	10	0.0	8	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	2	-	1	-	1	-	0	-	1	-	-	-	2	-	1	-	1	-	1	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

Audubon K-8 (San Diego, CA)
San Diego Unified

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Reporting Year: 2019 ▾

[View other reports for this School](#)

This report displays the performance level (color) for each student group on all the state indicators.

[Pivot Data by StudentGroups](#)

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Red	None	None	Orange	Orange
English Learners	Orange	Orange	None	None	Orange	Orange
Foster Youth	None	None	None	None	None	None
Homeless	Orange	Red	None	None	Orange	Yellow
Socioeconomically Disadvantaged	Yellow	Red	None	None	Orange	Orange
Students with Disabilities	Red	Red	None	None	Red	Orange
African American	Orange	Red	None	None	None	None
American Indian or Alaska Native	None	None	None	None	None	None
Asian	None	None	None	None	None	None
Filipino	None	None	None	None	None	None
Hispanic	Red	Red	None	None	Orange	Orange
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	None	None	None	None	None	None
Two or More Races	Yellow	Red	None	None	None	None

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: AUDUBON K-8
SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820
SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Counselor

*Strategy/Activity - Description

For the attendance goal, the counselor facilitates and/or participates in the following:
- Phone Calls and Letters to Parents
- Attendance groups
- Monthly Attendance meetings with students and parents and staff
- Home visits
-When applicable referrals to MHS, MHRS or SDSU Clinician

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
School Counselor	0.30000	$37,367.93	30100-1210	funding for additional FTE for counselor	Continued implementation of socio-emotional and academic interventions. Students receive classroom lessons and small group lessons targeting	Chronic Absenteeism is still a concern. We believe this is the case because greater effort is needed to work on an Attendance Improvement Plan	Because the district now covers the cost for .2 of the .3 position that we have normally covered, for the 22-23 school year, we will

						social-emotional wellness, character education and academic mindset. Daily supports to students, parents and staff are made possible because we are able to fund a full-time counselor. There has been a significant reduction in student referrals as well as suspensions. Our last California School climate survey shows excellent results overall and especially in the areas of Anti-Bully, Positive Behavior, Physical safety, and emotional safety. The Counselor has been able to work with staff, parents and students in the area of counseling supports, Restorative Practices, and Character Education. The counselor supports our implementation of our SEL curriculum, continually conducts home visits, and arranges for Pre-SSTs, Formal SSTs, and daily student check-ins. In addition, the counselor worked with district personnel to implement our Ally Action Program. As previously stated, the counselor's efforts have demonstrated a noticeable decrease in referrals and suspensions, and stronger relationships and connectedness amongst students.	that we can concretely follow and implement. In addition, there have been many changes to our district's SARB process and accountability processes. Students whose parents were not sending their children to school due to COVID fear also compound chronic absenteeism. These students were also on the wait list for Virtual Academy and electing for Independent Study Contracts, but were not fulfilling their ISC.	only allocate dollars to cover .1 of the FTE in order to continue to maintain 1.0 counselor FTE. We clearly see an even greater need to support students and our families concerning social/emotional issues that have increased tremendously after returning from school closures. We will also modify the counselor's workload by removing current assigned supervision duties so the counselor will have more time to organize and schedule Pre-SSTs and Formal SST meetings.

SDSU Partnership

*Strategy/Activity - Description

Using CSI funds, we have contracted with SDSU Center for Excellence in Early Development to provide us with a certified clinician to serve our site with a variety of supports. They will provide to our site student and family mental health support and connections. They will also provide professional development for staff in Trauma Informed Practices and conduct parent and family trainings. We are using data from Hoonuit to identify chronically absent or frequently suspended students. The clinician will be working with the teachers and pertinent staff that support these students in order to provide them strategic supports based on their social emotional and academic needs.

This year, the clinician will be conducting student observations in person and noting how the student interacts with their peers and their teachers. These observations will be used to help create the plan of support for the student that will be developed with the student, the teachers, and with support of the student's family. The clinician will also be working directly with the families of these students to determine the needs of the family in order to support positive attendance and behavior. We believe that with these strong supports in place, we will see decreases in chronic absenteeism, and increases in monthly attendance as well as reduced suspensions because students feel more engaged in their school experience and want to "come" to class where they feel supported and cared about at school.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.	
Contracted Svcs Less Than $25K		$70,000.00	31820-5853	SDSU HEY Program	The Mental Health Clinician from San Diego State University has been instrumental either in providing support to our students who are referred to her by the classroom teachers or in some cases self-referrals by the students themselves (middle school). She has been able to provide counseling services, referrals, make CPS reports, to make sure that our students' welfare and well-being are addressed. This has allowed our most vulnerable students to get the attention and support they need to keep them in school, learning, and feeling connected.	We continue to struggle getting teachers to make referrals. Additionally, in some cases when referrals are made, parents opt out and students don't get the support they need as this program requires parental/guardian consent.	We will continue to contract with SDSU if we are allocated the CSI funds for next year because we have seen an increase in the need for mental health services for our students as the number of students who are self-harming, contemplating suicide, and experiencing depression has markedly increased this past year. This is especially evident within our middle school population. We will provide additional information and guidance to our staff and parents regarding the benefits of the clinician support in hope of increasing the number of successful referrals. We will also establish a bi-monthly communication log with the assigned therapist.	
PlayWorks Contract								

*Strategy/Activity - Description
We are working on a contract with PlayWorks Inc. that will support the development of a school culture that is safe, collaborative and inclusive. Our SSC was interested in this program as a means to engage students more thoughtfully during play. The PlayWorks program promotes teamwork, fair play, collaboration, problem solving, conflict resolution, and inclusion of all students. PlayWorks will also assist the school develop structures and systems that will organize outdoor playtime for students and staff.
*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	**FTE**	**Estimated Cost**	**Funding Source**	**Rationale**	**What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**Modifications based on qualitative and quantitative data.**
Contracted Svcs Less Than $25K		$23,000.00	30106-5853	PlayWorks Inc. to support the development of a school culture that is safe, collaborative and inclusive. This program provides for professional development and both classroom and	PlayWorks has been instrumental in creating a safe, collaborative and inclusive school climate for all student, especially during the unstructured times of recess and lunch	Continued struggles with buy-in from all staff, especially upper grade 5 and 6 teachers. In addition, there currently is not a	We are continuing to purchase and implement PlayWorks for next school year with the modification of wanting to

| | | | | playground intervention support. | recess periods. PlayWorks has shaped our playground area to become safe and orderly with students and staff taking part in trainings that allow them to learn, know, understand, and implement game rules, good sportsmanship, inclusivity, and anti-bullying strategies. We have had minimal to zero referrals during our recess times and teachers have reported that there has been minimal loss of instructional time after students return to class from outside playtime. PlayWorks also provides for Leadership Opportunities for our middle school students to be trained as Junior PlayWorks Coaches and has been integral in providing opportunities for real-life SEL competency practice and growth for all students. | structured games/play component for grades 7-8 within PlayWorks. | purchase an additional week of the PlayWorks Coach to reinforce and deepen the implementation that started in the 21-22 school year. Additionally, modifications to the program in Grades 5-8th will be made with the goal of increased implementation and support for the program in our upper grades. | |

Marzano Highly Reliable School

*Strategy/Activity - Description
As a CSI School, we are participating in our district's support through Marzano to become a Highly Reliable School. Our Site Leadership Team is supporting the work the site will be doing as a CSI school working towards meeting the Highly Reliable School Indicators. We started with a survey in September that concluded in October to determine where our site has room to improve in the area of Effective Teaching and Learning in every classroom. Based on these results, all school staff will be engaged in professional readings and planning meetings to analyze data, work with coaches, and participate in professional development and trainings throughout the year. This effort will help as align as a site and organize our work and resources as we move towards becoming a Highly Reliable School. Surveys will be conducted at multiple times throughout the year to assess our progress towards these indicators and our goals.

*Proposed Expenditures for this Strategy/Activity
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	**FTE**	**Estimated Cost**	**Funding Source**	**Rationale**	**What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**Modifications based on qualitative and quantitative data.**
Supplies		$10,003.00	31820-4301	Provides classroom and intervention supports. Supplies such as professional readings and materials are	Purchase of supplies that support our efforts to strengthen our work with students, families and staff about creating a safe, collaborative and inclusive school environment in and out	Minimal student recognition and consistent implementation of SEL and restorative practices throughout the staff	More effective communication and clarity in expectations, both horizontally and vertically amongst grade level teams, need to be established so that more equitable

				necessary for staff and the site Leadership Team to have access to as they collaborate to become a Highly Reliable School.	of the classroom, has been both effective and necessary. Supplies that range from certificate papers to acknowledge and praise our students' efforts to games and support materials that emphasize social emotional learning and instruction have resulted in decreased student discipline and decrease in student absences.	have been identified as an ongoing concern.	opportunities are created for all students when it comes to recognizing their efforts, providing students learning experiences, and affording them practice in the roles they take to create a safe, collaborative and inclusive school culture. Additional RJP, SEL and Character Education professional development will be provided in the next school year. This will include purchase of the Zones of Regulation Resources.
Non Clsrm Tchr Hrly		$49,503.10	31820-1957	Funding for professional development	As part of the Marzano Highly Reliable School involvement, there was much to learn, many tasks to complete, items to document, and evidence to collect around leading and lagging indicators of a high reliability school. ILT members took on the additional responsibility to understand this process and work. They assessed and analyzed our realities, collected data, and worked on the 8 indicators for level one of Marzano's High Reliability Schools. These teachers completed this work outside of their contracted workday.	Due to COVID safety protocols, it has been very challenging for teams to coordinate consistent and ongoing meeting times outside of their contract hours when all members can be present at the same time.	We will continue to keep teacher hourly time because for teachers to do this important work, it can only happen after their contracted hours. With the reduction of COVID health and safety protocols, we aim to have more in-person collaborative time for teachers. Additionally, to be a HRS (Highly Reliable School), staff members need planning time as well as training to work on improving instruction, school operations, and aligning resources that can successfully support all stakeholders.

Goal 2 - English Language Arts

Teacher Professional Development

*Strategy/Activity - Description

Grade Level Collaborations/PLCs:

Visiting teachers are funded so that teachers can meet in full-day grade level collaboration 5 times a year. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. However, there is a shortage in visiting teachers throughout our district and grade level PLCs are being scheduled outside of the teachers contracted day. Therefore, monies allocated for visiting teachers will be re-allocated to pay for teachers to work outside of their contracted day.

San Diego State University Center for Excellence for Early Development:

Mental Health Clinician from SDSU will work with identified students to get them more engaged in ELA. The Mental Health Clinician will also work with their parents and the classroom teacher to provide trainings, such as SEL, TIC and RJP, that will support the student's ability to engage.

CSI Marzano - Highly Reliable School (HRS):

As a CSI School, we are participating in our district's support through Marzano to become a Highly Reliable School. Our Site Leadership Team is supporting the work the site will be doing as a CSI school working towards meeting the Highly Reliable School Indicators. We started with a survey in September that concluded in October to determine where our site has room to improve in the area of Effective Teaching and Learning in every classroom. Based on these results, all school staff will be engaged in professional readings and planning meetings to analyze data, work with coaches, and participate in professional development and trainings throughout the year. This effort will help as align as a site and organize our work and resources as we move towards becoming a Highly Reliable School. Surveys will be conducted at multiple times throughout the year to assess our progress towards these indicators and our goals.

*Proposed Expenditures for this Strategy/Activity							
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		$14,999.01	30100-1192	Provides funding for professional development	**PLCs:** Many of our students need small group instruction as Tier 2 support within the classroom. Instruction is based upon analysis of assessment data during PLCs. Students participating in these small groups are selected based on various data points and teacher recommendation. Pre/Post data has shown that students who receive additional guided reading time are making growth in reading. This is evidenced in our iReady Universal/ Diagnostic/ Progress Monitoring schoolwide assessment tool, as well as our DRA, F&P reading levels through Illuminate.	Currently, PLC teams are working after their contracted hours on improving their common agenda and providing more time for data dives. iReady, DRA, and EL Data differs from one classroom to another and therefore, PLCs need to work on developing more rigorous lesson studies and sharing of strong instructional strategies. Determining next steps from feedback gathered from PLCs should assist in creating stronger PLC teams, data dives, and rigorous lesson studies going forward.	Due to restrictions on how our teachers were able to meet and utilize PLC time and the inability to secure substitutes, we were unable to use the dollars within this allocation as intended. Therefore, these dollars were transferred to other accounts within the same resource. However, we know the benefits of continuing to support teacher professional development through PLCs so we will continue to fund Visiting

							Teachers for our PLCs and ILT work for the 22-23 school year.
Contracted Svcs Less Than $25K	--	--	318205853	funding for professional development	iReady is a Universal, Diagnostic, and Progress Monitoring platform which provided us with student ELA data and corresponding instructional pathways. Teachers engaged in professional development provided by iReady consultants geared towards deepening their understanding of the platform, the students' instructional pathways, and how to access and use the data for instructional planning. Additionally, the ILT and SSC used this data to make decisions around instructional interventions and programs.	Not all teachers have become proficient in navigating the iReady Platform. Furthermore, students who have chronic absenteeism often do not complete their iReady assessments, resulting in incomplete data and misaligned instructional pathways.	For the 22-23 school year, we aim to purchase more PD time for iReady to train an In-school RT and lead teachers to become proficient with iReady so all staff can be supported in-house.
Non Clsrm Tchr Hrly	--	--	311820-1957	Funding for professional development	As part of the Marzano Highly Reliable School involvement, there was much to learn, many tasks to complete, items to document, and evidence to collect around leading and lagging indicators of a high reliability school. ILT members took on the additional responsibility to understand this process	Due to COVID safety protocols, it has been very challenging for teams to coordinate consistent and ongoing meeting times outside of their contract hours when all members can be present at the same time.	We will continue to keep teacher hourly time because for teachers to do this important work, it can only happen after their contracted hours. With the reduction of COVID health and safety protocols, we aim to have more in-person collaborative time for

					and work. They assessed and analyzed our realities, collected data, and worked on the 8 indicators for level one of Marzano's High Reliability Schools. These teachers completed this work outside of their contracted workday.		teachers. Additionally, to be a HRS (Highly Reliable School), staff members need planning time as well as training to work on improving instruction, school operations, and aligning resources that can successfully support all stakeholders.
Supplies	--	--	31829-4301	Funding for classroom intervention supports	Teachers feel supported because we were able to purchase professional resources and supplies that allowed teachers to strengthen their craft and creatively implement multiple interventions.	Due to the ramifications of COVID protocols and the ongoing substitute-teacher shortage, PLCs must meet after their contacted hours, creating the challenge of all members of PLCs being available at the same time.	We will continue to explore additional professional readings and materials that will support the professional development of our teachers and help strengthen their practice.

ELA Interventions							
*Strategy/Activity - Description							
ONLINE LANGUAGE ARTS PROGRAMS: We have purchased software licenses for Learning A-Z/RAZ Kids and Brain Pop. These are all online ELA programs that provide opportunities for students to practice their reading and language skills at their particular instructional levels. **ELA Assessments and Analysis:** A multi-year subscription was funded last year for the iReady Assessment System using CSI funds. This program provides a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This will allow us to have a schoolwide approach to gathering data in ELA in order to make instructional decision for Tier 1 instruction, small groups and individual student interventions and enrichment. Teachers will participate in and be paid for thier PLC participation after their contracted hours.							
*Proposed Expenditures for this Strategy/Activity							
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		$33,762.00	30100-4301	funding for classroom and intervention supports	Students had all of the necessary supplies for ELA to build on their literacy skills.	Not all students are reading at grade level proficiency in ELA.	Based on District and site ELA Assessment data, we will adjust the dollar value for our supply allocation to support ELA instruction and interventions for students.
Contracted Svcs Less Than $25K		$23,000.00	30106-5853	funding for classroom and	The iReady Platform allows us to provide Universal, Diagnostic, and Progress	Not all teachers have become proficient in navigating the iReady	For the 22-23 school year, we aim to purchase more PD time for iReady to train an In-school

| | | | intervention supports | Monitoring assessment processes for our students. Teachers utilize data during PLCs for instructional planning and by the ILT and SSC for decisions around instruction programs and interventions.

Online licenses for Learning A-Z, Raz Kids and Brain Pop support our students with practice, reinforcement and application of ELA skills that support students in becoming grade level proficient and/or advanced in ELA. | Platform. Furthermore, students who have chronic absenteeism often do not complete their iReady assessments, resulting in incomplete data and misaligned instructional pathways

There is a lack of consistency in the use and implementation of these online programs between classrooms. | RT and lead teachers to become iReady proficient so all staff will be supported in-house.

We will continue to purchase and provide online program supports for our students and will communicate to teachers the importance of grade level consistency and continuity in equitable access to the online ELA programs purchased |

ELA Classroom Supports

*Strategy/Activity - Description

Supplemental Instructional Materials:
Guided Reading and library books will be purchased to support our Balanced Literacy Program. In addition, basic instructional supplies support our ELA Program. Also, as a Literacy Acceleration Focus School, we are also seeing an increased need for printed materials for student assessment (F &P assessments for Gr. UTK-2), including packets and books that can be sent home.

Class Size Reduction Teacher:
The unduplicated pupil percentage at Audubon for 2020-21 is 90.1%. With this very high number of unduplicated pupils, we understand their increased needs for supports during classroom instruction and additional intervention opportunities. A class size reduction teacher is being funded to decrease the student to teacher ratios in our classrooms. This allows teachers to provide greater individualized and small group attention to students to support their ELA development and growth.

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Audubon K-8 SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Regular Teacher	0.50000	$63,823.12	30100-1107	Funding for a classroom teacher for CSR.	Our UTK-K classrooms are often filled to capacity. Lowering class-size allows teachers to focus and support the needs of individual students, small groups, and the class as a whole. This allows our UTK-K classrooms to be more focused and individualized and allows teachers to provide additional Tier 2 interventions. Our iReady data has shown improvement in our BOY, MOY and EOY test results for ELA. We believe that this expenditure is working well for our primary grade students. Additionally, our site budget survey indicates funding a CSR teacher.	Inconsistencies exist in our on-going enrollment as we rebound from COVID and a District-allocated CSR teacher has allowed us to reconsider using site funds for this position.	Our site believes reduced class sizes are an important expenditure. However, with limited funding available to purchase all supports we see as vital, the SSC has decided to forgo the CSR for the 2022-2023 school year and use the monies for an in-school resource teacher to support our upper grade students in literacy.
Library Books		$2,000.00	30100-4201	Library books will be purchased to allow students access to a variety of genres	Library Tech was able to purchase high interest Non-Fiction and Fiction text for student check out and use in Independent Reading, Research, etc. In addition, more	Our SSC believes this expenditure is working well for our students, as access and variety are important in engaging students in reading and achievement.	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate

				and authors for additional independent home and school reading.	author series and genres were added to our library collection for student access.		for library books based on our current collections and needs.
Supplies	--	--	30100-4301	funding for classroom and intervention supports	Students had all of the necessary supplies for ELA to build on their literacy skills.	Not all students are reading at grade level proficiency in ELA.	Based on District and site ELA Assessment data, we will adjust the dollar value for our supply allocation to support ELA instruction and interventions for students.

Goal 3 - Mathematics

Teacher Professional Development

*Strategy/Activity - Description

Grade Level Collaboration/PLCs:

Visiting teachers are funded so that teachers can meet in full-day grade level collaboration 5 times a year. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. However, there is a shortage in visiting teachers throughout our district and grade level PLCs are being scheduled outside of the teachers contracted day. Therefore, monies allocated for visiting teachers will be re-allocated to pay for teachers to work outside of their contracted day.

San Diego State University Center for Excellence for Early Development:

Mental Health Clinician from SDSU will work with identified students to get them more engaged in ELA. The Mental Health Clinician will also work with their parents and the classroom teacher to provide trainings, such as SEL, TIC and RJP, that will support the student's ability to engage.

CSI Marzano - Highly Reliable School (HRS):

As a CSI School,we are participating in our district's support through Marzano to become a Highly Reliable School. Our Site Leadership Team is supporting the work the site will be doing as a CSI school working towards meeting the Highly Reliable School Indicators. We started with a survey in September that concluded in October to determine where our site has room to improve in the area of Effective Teaching and Learning in every classroom. Based on these results, all school staff will be engaged in professional readings and planning meetings to analyze data, work with coaches, and participate in professional development and trainings throughout the year. This effort will help as align as a site and organize our work and resources as we move towards becoming a Highly Reliable School. Surveys will be conducted at multiple times throughout the year to assess our progress towards these indicators and our goals.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

					pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Contracted Svcs Less Than $25K	--	--	31820-5853	funding for professional development	iReady is a Universal, Diagnostic, and Progress Monitoring platform which provided us with student Math data and corresponding instructional pathways. Teachers engaged in professional development provided by iReady consultants geared towards deepening their understanding of the platform, the students' instructional pathways, and how to access and use the data for instructional planning. Additionally, the ILT and SSC used this data to make decisions around instructional interventions and programs.	Not all teachers have become proficient in navigating the iReady Platform. Furthermore, students who have chronic absenteeism often do not complete their iReady assessments, resulting in incomplete data and misaligned instructional pathways.	For the 22-23 school year, we aim to purchase more PD time for iReady to train an In-school RT and lead teachers to become proficient with iReady so all staff can be supported in-house.
Non Clsrm Tchr Hrly	--	--	31820-1957	funding for professional development	As part of the Marzano Highly Reliable School involvement, there was much to learn, many tasks to complete, items to document, and evidence to collect around	Due to COVID safety protocols, it has been very challenging for teams to coordinate consistent and ongoing meeting times outside of their	We will continue to keep teacher hourly time because for teachers to do this important work, it can only happen after their contracted hours. With the reduction of COVID health and safety

| | | | | | leading and lagging indicators of a high reliability school. ILT members took on the additional responsibility to understand this process and work. They assessed and analyzed our realities, collected data, and worked on the 8 indicators for level one of Marzano's High Reliability Schools. These teachers completed this work outside of their contracted workday. | contract hours when all members can be present at the same time. | protocols, we aim to have more in-person collaborative time for teachers. Additionally, to be a HRS (Highly Reliable School), staff members need planning time as well as training to work on improving instruction, school operations, and aligning resources that can successfully support all stakeholders. |
| Supplies | -- | -- | 31820-4301 | funding for classroom and intervention supports | Students had all of the necessary supplies for Math to build on their math skills. | Not all students are reading at grade level proficiency in Math. | Based on District and site Math Assessment data, we will adjust the dollar value for our supply allocation to support Math instruction and interventions for students. |

Math Classroom Supports

*Strategy/Activity - Description

Supplemental Instructional Materials:

Instructional supplies will be purchased to facilitate instruction and to support completion of assigned academic tasks. In addition, supplemental materials necessary for mathematics teaching and learning will be purchased as needed. During online learning, we are also seeing an increased need for printed materials for students including packets and books that can be sent home.

Class Size Reduction Teacher:

The unduplicated pupil percentage at Audubon for 2020-21 is 90.1%. With this very high number of unduplicated pupils, we understand their increased needs for supports during classroom instruction and additional intervention opportunities. A class size reduction teacher is being funded to decrease the student to teacher ratio. This allows teachers to provide greater individualized and small group attention to students to support their math development and growth

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

San Diego Unified
SCHOOL DISTRICT

					Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.		
Proposed Expenditures	**FTE**	**Estimated Cost**	**Funding Source**	**Rationale**	**What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**Modifications based on qualitative and quantitative data.**
Supplies		$2,022.00	30106-4301	funding for classroom and intervention supports	Basic classroom supplies, manipulatives, and other items that facilitate math instruction and completion of assigned tasks are necessary for meaningful teaching and learning.	Our SSC believes this expenditure is working well for our students as these supplies provide support and access to mathematics curriculum and concepts.	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for in this account based on our identified and anticipated needs.
Supplies		$17,364.00	30106-4301	funding for classroom and intervention supports	Our teachers utilize support materials such as graph paper, calculators, and math manipulatives to support student learning in mathematics and have found these supplies to create greater access for students to learn skills and concepts	Our SSC believes this expenditure is working well for our students as these supplies provide support and access to mathematics curriculum and concepts. Additionally, the supplies and materials help with math interventions and increase student engagement.	Based on District and site Math Assessment data, we will adjust the dollar value for our supply allocation to support Math instruction and interventions for students.
Regular Teacher	--	--	30100-1107	funding for classroom teacher for CSR	Our UTK-K classrooms are often filled to capacity. Lowering class-size allows teachers to focus and support the needs of individual students,	Inconsistencies exist in our on-going enrollment as we rebound from COVID and a District-allocated CSR	Our site believes reduced class sizes are an important expenditure.

					small groups, and the class as a whole. This allows our UTK-K classrooms to be more focused and individualized and allows teachers to provide additional Tier 2 interventions. Our iReady data has shown improvement in our BOY, MOY and EOY test results for ELA. We believe that this expenditure is working well for our primary grade students. Additionally, our site budget survey indicates funding a CSR teacher.	teacher has allowed us to reconsider using site funds for this position.	However, with limited funding available to purchase all supports we see as vital, the SSC has decided to forgo the CSR for the 2022-2023 school year and use the monies for an in-school resource teacher to support our upper grade students in literacy and math.

Math Intervention Support

*Strategy/Activity - Description

<u>**Math**</u> <u>**Assessment:**</u> We have purchased the iReady Assessment System to provide a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This will allow us to have a schoolwide approach to gathering data in Math in order to make instructional decision for Tier 1 instruction, small groups, and individual student interventions and enrichment. In addition, we will be using another data set from our district's DEMI assessments to help us in making instructional decisions for our students.

*Proposed Expenditures for this Strategy/Activity							

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than $25K	--	--	30106-5853	funding for classroom and intervention supports	The iReady Platform allows us to provide Universal, Diagnostic, and Progress Monitoring assessment processes for our students. Teachers utilize data during PLCs for instructional planning and by the ILT and SSC for decisions around instruction programs and interventions.	Not all teachers have become proficient in navigating the iReady Platform. Furthermore, students who have chronic absenteeism often do not complete their iReady assessments, resulting in incomplete data and misaligned instructional pathways.	For the 22-23 school year, we will purchase more PD time for iReady to train an In-school RT and lead teachers to become proficient with iReady so all staff can be supported in-house.

Goal 4- Supporting English Learners

Teacher Professional Development

*Strategy/Activity - Description

Professional Development/PLCs:

Due to the lack of visiting teachers, teachers have designated times throughout the year to meet for PLC work after their contracted hours. Monies have been allocated to pay for teachers to hold PLCs. During this time, teachers will discuss the progress and instructional needs of English Learners and plan instruction accordingly. dELD Professional development will be provided in collaboration with SDUSD OLA Office and English Learners will be closely monitored for growth on assessments. District assigned ELIRT will provide site support through ELD coaching cycle to monitor LTELs and ALTELs in grades 3-6.

San Diego State University Center for Excellence in Early Development:

Mental Health Clinician from SDSU will work with identified students who have chronic absenteeism and/or behavioral issues to get them more engaged as an English Learner to support the English Language Development. The Mental Health Clinician will also work with their parents and the classroom teacher to provide trainings, such as SEL, TIC and RJP, that will support the student's ability to engage.

CSI Marzano - Highly Reliable School (HRS):

As a CSI School, we are participating in our district's support through Marzano to become a Highly Reliable School. Our Site Leadership Team is supporting the work the site will be doing as a CSI school working towards meeting the Highly Reliable School Indicators. We started with a survey in October to determine where our site has room to improve. Based on these results, all school staff will be engaged in professional readings and planning meetings to analyze data, work with coaches, and participate in professional development and trainings throughout the year. All of this will be so that we can align as a site and organize our work and resources to become a Highly Reliable School. Surveys will be conducted at multiple times throughout the year to assess our progress towards these indicators and our goals.

*Proposed Expenditures for this Strategy/Activity						
Directions: Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal. Guiding Questions: Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.						
Proposed Expenditures	**FTE**	**Estimated Cost**	**Funding Source**	**Rationale**	**What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).**	**Modifications based on qualitative and quantitative data.**
Contracted Svcs Less Than $25K	--	--	31820-5853	funding for professional development	Teachers engaged in professional development provided by iReady consultant team geared towards deepening their understanding of the platform, the students' instructional pathways, and how to access and use the data for instructional planning. Additionally, the ILT and SSC used this data to make decisions around instructional interventions and programs.	Not all teachers have become proficient in navigating the iReady Platform. Furthermore, students who have chronic absenteeism often do not complete their iReady assessments, resulting in incomplete data and misaligned instructional pathways.	For the 22-23 school year, we aim to purchase more PD time for iReady to train an In-school RT and lead teachers to become proficient with iReady so all staff can be supported in-house.
Non Clsrm Tchr Hrly	--	--	31820-1957	funding for professional development	As part of the Marzano Highly Reliable School involvement, there was much to learn, many tasks to complete, items to document, and evidence to collect around leading	Due to COVID safety protocols, it has been very challenging for teams to coordinate consistent and ongoing	We will continue to keep teacher hourly time because for teachers to do this important work, it can only happen after their contracted

| | | | | | and lagging indicators of a high reliability school. ILT members took on the additional responsibility to understand this process and work. They assessed and analyzed our realities, collected data, and worked on the 8 indicators for level one of Marzano's High Reliability Schools. These teachers completed this work outside of their contracted workday. | meeting times outside of their contract hours when all members can be present at the same time. | hours. With the reduction of COVID health and safety protocols, we aim to have more in-person collaborative time for teachers. Additionally, to be a HRS (Highly Reliable School), staff members need planning time as well as training to work on improving instruction, school operations, and aligning resources that can successfully support all stakeholders. |
| Supplies | -- | -- | 31820-4301 | funding for classroom and intervention supports | Supplies such as professional readings and materials are necessary for staff and the site Leadership Team to have access to as they collaborate to become a Highly Reliable School. Our teachers utilize support materials such as realia, picture labels, posters, artifacts to support the development of English Learners. They have found these supplies and materials to create greater access for students to learn skills and concepts. | N/A | No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for in this account based on our identified and anticipated needs. |

EL Classroom and Intervention Supports

*Strategy/Activity - Description

Supplemental Instructional Materials:

Instructional supplies will be purchased to facilitate instruction and to support completion of assigned academic tasks. In addition, supplemental materials necessary for mathematics teaching and learning will be purchased as needed. During online learning, we are also seeing an increased need for printed materials for students including packets and books that can be sent home.

Retired Visiting Teachers

Retired visiting teachers will be funded to administer initial and summative ELPAC to gather baseline data. Data gathered from ELPAC will be used to determine instructional groupings and subsequent planning and instruction.

Assessments:

We purchased the iReady Assessment System to provide a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This will allow us to have a schoolwide approach to gathering data regarding EL progress in ELA and Math. This information is critical in making instructional decisions for Tier 1 instruction, small groups, and individual student interventions and enrichment, as well as making decisions around reclassification. English Learners will be closely monitored for growth on assessments, including the district's FAST aReading, DEMI and F & P Reading Assessments.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Duplicating		$7,035.00	30100-5721	funding for classroom and intervention supports	Teachers utilized district printing services for duplicating of "big" duplicating jobs, especially for district adopted curriculum that offer online materials only. Teachers have utilized district printing services for EL Units, TPT Units. In addition, we have utilized district printers to print parent/student handbooks.	N/A	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for in this account based on our identified and anticipated needs.
Interprogram Svcs/Paper		$8,000.00	30100-5733	funding for classroom and intervention supports	Adequate and accessible paper made it possible for teachers to continue to provide quality teaching and learning experiences for English Learners.	N/A	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for in this account based on our identified and anticipated needs.
Supplies	--	--	30100-4301	funding for classroom and intervention supports	Our teachers utilize support materials such as realia, picture labels, posters, artifacts to support the development of English Learners. They have found these supplies and materials to create greater access for students to learn skills and concepts.	N/A	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for in this account based on our identified and anticipated needs.

Goal 5 - Supporting Students with Disabilities

SWD Classroom and Intervention Supports

*Strategy/Activity - Description

Supplemental Instructional Materials:

Instructional supplies will be purchased to facilitate instruction and to support the completion of assigned academic tasks. In addition, supplemental materials necessary for mathematics teaching and learning will be purchased as needed. Additional instructional supplies are also needed to support the Unique Curriculum and Community Based Instruction (Gr. 6-8) programs at Audubon.

Assessments:

Using CSI funds we have purchased the iReady Assessment System to provide a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This allows us to have a schoolwide approach to gathering data regarding SWD progress in ELA and Math. This information is critical in making instructional decisions for Tier 1 instruction, small groups, and individual student interventions and enrichment, as well as making instructional as well as placement decisions. SWD will be closely monitored for growth on assessments

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies	--	--	30100-4301	Funding for classroom and intervention supports	Ed Specialists and general education teachers need classroom supplies, both general and specific, to support our students with disabilities so they have access to the curriculum.	N/A	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for in this account based on our

							identified and anticipated needs
Supplies	--	--	30106-4301	Funding for classroom and intervention supports	Ed Specialists and general education teachers need classroom supplies, both general and specific, to support our students with disabilities so they have access to the curriculum.	N/A	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for in this account based on our identified and anticipated needs
Supplies	--	--	30106-4301	Funding for classroom and intervention supports	Ed Specialists and general education teachers need classroom supplies, both general and specific, to support our students with disabilities so they have access to the curriculum.	N/A	No modifications apart from each year, we will continue to decide on the amount of dollars to allocate for in this account based on our identified and anticipated needs
Contracted Svcs Less Than $25K	--	--	30106-5853	supplemental materials for parent engagement	PlayWorks Inc. to support the development of a school culture that is safe, collaborative and inclusive. This program provides for professional development and both classroom and playground intervention support.	PlayWorks has been instrumental in creating a safe, collaborative and inclusive school climate for all student, especially during the unstructured times of recess and lunch recess periods. PlayWorks has shaped our playground area to become safe and orderly with students and staff taking part in trainings that allow them to learn, know, understand, and implement game rules, good sportsmanship, inclusivity, and anti-bullying strategies. We have had minimal to zero referrals	Continued struggles with buy-in from all staff, especially upper grade 5 and 6 teachers. In addition, there currently is not a structured games/play component for grades 7-8 within PlayWorks.

| | | | | | during our recess times and teachers have reported that there has been minimal loss of instructional time after students return to class from outside playtime. PlayWorks also provides for Leadership Opportunities for our middle school students to be trained as Junior PlayWorks Coaches and has been integral in providing opportunities for real-life SEL competency practice and growth for all students. | |

Goal 7 - Family Engagement

Capacity Building Through Parent Workshops:

*Strategy/Activity - Description

Although the school site continues to be closed to parents and community due to pandemic mitigation protocols, we are funding child care costs, duplicating, supplies, and light refreshments in order to facilitate the following activities for when there is a change to the mitigation protocols:
- The school will seek out opportunities for parent workshops through the district and community as well as SDSU Center for Excellence in Early Development.
- Presenters will be arranged to provide workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results", etc.
- School site has monthly Zoom with the Principal where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Zoom with the Principal throughout the year include:
- Title 1 Presentation
- Attendance
- Schoolwide Academic Performance
- Safety Plan
- Explaining the role of support staff (counselor, resource teacher, PE teacher), Health and Wellness (RJP/SEL)

*Proposed Expenditures for this Strategy/Activity

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Duplicating		$465.00	30103-5721	supplemental materials for parent engagement	Large projects such as our Student/Parent Handbooks were printed through the district printing services so students and parents understand schoolwide and	N/A	Modify based on funding and allocations for 22-23 school year as well as input

					classroom expectations and partnerships.		regarding additional family engagement activities.
Supplies		$1,200.00	30103-4301	supplemental materials for parent engagement	We have sufficient supplies available for parent workshops and community engagement.	Due to COVID safety protocols options for parents to participate have been limited to virtual participation causing fewer parents to attend.	Modify based on funding and allocations for 22-23 school year as well as input regarding additional family engagement activities.
Postage Expense		$500.00	30103-5920	supplemental materials for parent engagement	Communication with our families continues to keep our families connected to school.	N/A	Modify based on funding and allocations for 22-23 school year.
In-service supplies		$700.00	30103-4304	supplemental materials for parent engagement	Parent participated in schoolwide events to support student learning and goal setting.	COVID guidelines decreased the number of events that could take place in-person on campus.	For the 22-23 School Year, we have reduced the allocation for In-Service Supplies as we have stocked supplies that still need to be used up.

Goal 8- Graduation/Promotion Rate

Promotion Supports

*Strategy/Activity - Description

Professional Development/PLCs:

Visiting teachers are funded so that teachers can meet in full-day grade level collaboration 5 times a year. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. However, there is a shortage in visiting teachers throughout our district and grade level PLCs are being scheduled outside of the teachers contracted day. Therefore, monies allocated for visiting teachers will be re-allocated to pay for teachers to work outside of their contracted day.

Field Trips:

In addition, providing field trip opportunities for ALL of our students, including our English Learners and Students with Disabilities, extends the classroom learning to real world learning, knowledge, and applications. Currently, field trips are on hold but we hope to plan trips for when we return to on-site learning. However, currently, there are pandemic protocols that are limiting our ability to plan and schedule field trips for students.

Assessments:

Using CSI funds we have purchased the iReady Assessment System to provide a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This will allow us to have a schoolwide approach to gathering data regarding EL progress in ELA and Math. This information is critical in making instructional decisions for Tier 1 instruction, small groups, and individual student interventions and enrichment, as well as making decisions around reclassification.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		$19,999.89	30106-1192	funding for professional development	**PLCs:** Many of our students need small group instruction as Tier 2 support within the classroom. Instruction is based upon analysis of assessment data during PLCs. Students participating in these small groups are selected based on various data points and teacher recommendation. Pre/Post data has shown that students who receive additional guided reading time are making growth in reading. This is evidenced in our iReady Universal/ Diagnostic/ Progress Monitoring schoolwide assessment tool, as well as our DRA, F&P reading levels through Illuminate.	Currently, PLC teams are working after their contracted hours on improving their common agenda and providing more time for data dives. iReady, DRA, and EL Data differs from one classroom to another and therefore, PLCs need to work on developing more rigorous lesson studies and sharing of strong instructional strategies. Determining next steps from feedback gathered from PLCs should assist in creating stronger PLC teams, data dives, and rigorous lesson studies going forward.	Due to restrictions on how our teachers were able to meet and utilize PLC time and the inability to secure substitutes, we were unable to use the dollars within this allocation as intended. Therefore, these dollars were transferred to other accounts within the same resource. However, we know the benefits of continuing to support teacher professional development through PLCs so we will continue to fund Visiting Teachers for our PLCs and ILT work for the 22-23 school year.

Contracted Svcs Less Than $25K	--	--	31820-5853	funding for professional development	iReady is a Universal, Diagnostic, and Progress Monitoring platform which provided us with student ELA data and corresponding instructional pathways. Teachers engaged in professional development provided by iReady consultants geared towards deepening their understanding of the platform, the students' instructional pathways, and how to access and use the data for instructional planning. Additionally, the ILT and SSC used this data to make decisions around instructional interventions and programs.	Not all teachers have become proficient in navigating the iReady Platform. Furthermore, students who have chronic absenteeism often do not complete their iReady assessments, resulting in incomplete data and misaligned instructional pathways.	For the 22-23 school year, we aim to purchase more PD time for iReady to train an In-school RT and lead teachers to become proficient with iReady so all staff can be supported in-house.
Non Clsrm Tchr Hrly	--	--	31820-1957	funding for professional development	As part of the Marzano Highly Reliable School involvement, there was much to learn, many tasks to complete, items to document, and evidence to collect around leading and lagging indicators of a high reliability school. ILT members took on the additional responsibility to understand this process and work. They assessed and analyzed our realities, collected data, and worked on the 8 indicators for level one of Marzano's High Reliability Schools. These teachers completed this work	Due to COVID safety protocols, it has been very challenging for teams to coordinate consistent and ongoing meeting times outside of their contract hours when all members can be present at the same time.	We will continue to keep teacher hourly time because for teachers to do this important work, it can only happen after their contracted hours. With the reduction of COVID health and safety protocols, we aim to have more in-person collaborative time for teachers. Additionally, to be a HRS (Highly Reliable School), staff members need planning time as well as training to work on

					outside of their contracted workday.		improving instruction, school operations, and aligning resources that can successfully support all stakeholders.
Supplies	--	--	31820-4301	funding for classroom and intervention supports	Students had all of the necessary supplies necessary to build on their academic skills and proficiencies in all content areas.	Improvements still need to be made, especially in reading and math in order for all students to become grade level proficient in both content areas.	Based on District and site ELA and Math Assessment data, we will adjust the dollar value for our supply allocation to support the content areas to improve instruction and interventions for students.

Goal 6 - Supporting Black Youth
Black Youth Classroom and Intervention Supports
***Strategy/Activity - Description**

San Diego State University Center for Excellence in Early Development:
Mental Health Clinician from SDSU will work with and support Black Youth and their teachers and families to specifically address mental health concerns and social emotional learning, and provide restorative practice and trauma informed care trainings in order to reduce and/or eliminate suspensions and chronic absenteeism. The Mental Health Clinician will also work with their parents and the classroom teacher to provide trainings, such as SEL, TIC and RJP, that will support the student's ability to engage.

Supplemental Instructional Materials:
Instructional supplies will be purchased to facilitate instruction and to support the completion of assigned academic tasks. In addition, supplemental materials necessary for mathematics teaching and learning will be purchased as needed. Additional instructional supplies are also needed to support the Unique Curriculum and Community Based Instruction (Gr. 6-8) programs at Audubon. During online learning, we are also seeing an increased need for printed materials for students including packets that can be sent home.

Assessments:
Using CSI funds we have purchased the iReady Assessment System to provide a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This will allow us to have a schoolwide approach to gathering data regarding Black Youth progress in ELA and Math. This information is critical in making instructional decisions for Tier 1 instruction, small groups, and individual student interventions and enrichment, as well as making decisions around reclassification. Black Youth will be closely monitored for growth on assessments
We will also review and update our Black Youth Call to Action.

*Proposed Expenditures for this Strategy/Activity							

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Contracted Svcs Less Than $25K	--	--	30106-5853	funding for classroom and intervention supports	The iReady Platform allows us to provide Universal, Diagnostic, and Progress Monitoring assessment processes for our students. Teachers utilize data during PLCs for instructional planning and by the ILT and SSC for decisions around instruction programs and interventions.	Not all teachers have become proficient in navigating the iReady platform and students who have chronic absenteeism often do not get all of their assessments completed.	For the 22-23 school year, we aim to purchase more PD time for iReady to train an In-school RT and lead teachers to become iReady proficient so all staff will be supported in-house.

What are my leadership strategies in service of the goals? To support the goals for the 22-23 SPSA school year, I will continue to work with our Task Force Team and HRS Coach to receive certification for Level 1 HRS and to begin our work for HRS Level 2 certification. In addition, I will continue to strengthen:
Collaboration
Communication
Transparency
Streamlining Processes and Procedures

SCHOOL NAME: AUDUBON K-8 SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800 SCHOOL YEAR: 2021-22

Goal 2 - English Language Arts

ELA Classroom Supports

*Strategy/Activity - Description

Supplemental Instructional Materials:
Guided Reading and library books will be purchased to support our Balanced Literacy Program. In addition, basic instructional supplies support our ELA Program. Also, as a Literacy Acceleration Focus School, we are also seeing an increased need for printed materials for student assessment (F &P assessments for Gr. UTK-2), including packets and books that can be sent home.

Class Size Reduction Teacher:
The unduplicated pupil percentage at Audubon for 2020-21 is 90.1%. With this very high number of unduplicated pupils, we understand their increased needs for supports during classroom instruction and additional intervention opportunities. A class size reduction teacher is being funded to decrease the student to teacher ratios in our classrooms. This allows teachers to provide greater individualized and small group attention to students to support their ELA development and growth.

*Proposed Expenditures for this Strategy/Activity							

Directions:
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
Guiding Questions:
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Regular Teacher	0.50000	$63,823.12	09800-1107	Funding for a classroom teacher for CSR Lowering student to teacher ratio in our classrooms allows teachers greater opportunity to meet the needs of students in individual, small group, and whole group settings.	Our UTK-K classrooms are often filled to capacity. Lowering class-size allows teachers to focus and support the needs of individual students, small groups, and the class as a whole. This allows our UTK-K classrooms to be more focused and individualized and allows teachers to provide additional Tier 2 interventions. Our iReady data has shown improvement in our BOY, MOY and EOY test results for students. We believe that this expenditure is working well for our primary grade students. Additionally, our site budget survey indicates funding a CSR teacher.	Inconsistencies exist in our on-going enrollment as we rebound from COVID and a District-allocated CSR teacher has allowed us to reconsider using site funds for this position.	Our site believes reduced class sizes are an important expenditure. However, with limited funding available to purchase all supports we see as vital, the SSC has decided to forgo the CSR for the 2022-2023 school year and use the monies for an in-school resource teacher to support our upper grade students in literacy and math.

Goal 3 - Mathematics

Teacher Professional Development

*Strategy/Activity - Description

Grade Level Collaboration/PLCs:

Visiting teachers are funded so that teachers can meet in full-day grade level collaboration 5 times a year. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. However, there is a shortage in visiting teachers throughout our district and grade level PLCs are being scheduled outside of the teachers contracted day. Therefore, monies allocated for visiting teachers will be re-allocated to pay for teachers to work outside of their contracted day.

San Diego State University Center for Excellence for Early Development:

Mental Health Clinician from SDSU will work with identified students to get them more engaged in ELA. The Mental Health Clinician will also work with their parents and the classroom teacher to provide trainings, such as SEL, TIC and RJP, that will support the student's ability to engage.

CSI Marzano - Highly Reliable School (HRS):

As a CSI School, we are participating in our district's support through Marzano to become a Highly Reliable School. Our Site Leadership Team is supporting the work the site will be doing as a CSI school working towards meeting the Highly Reliable School Indicators. We started with a survey in September that concluded in October to determine where our site has room to improve in the area of Effective Teaching and Learning in every classroom. Based on these results, all school staff will be engaged in professional readings and planning meetings to analyze data, work with coaches, and participate in professional development and trainings throughout the year. This effort will help as align as a site and organize our work and resources as we move towards becoming a Highly Reliable School. Surveys will be conducted at multiple times throughout the year to assess our progress towards these indicators and our goals.

| *Proposed Expenditures for this Strategy/Activity |

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

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr		$5,505.27	09800-1192	funding for professional development and PLC release time	Many of our students need small group instruction as Tier 2 support within the classroom. Instruction is based upon analysis of assessment data during PLCs. Students participating in these small groups are selected based on various data points and teacher recommendation. These selected students are making growth in mathematics according to the iReady data.	Currently, PLC teams are working after their contracted hours on improving their common agenda and providing more time for data dives. iReady, DRA, and EL Data differs from one classroom to another and therefore, PLCs need to work on developing more rigorous lesson studies and sharing of strong instructional strategies. Determining next steps from feedback gathered from PLCs should assist in creating stronger PLC teams, data dives, and rigorous lesson studies going forward.	Due to restrictions on how our teachers were able to meet and utilize PLC time and the inability to secure substitutes, we were unable to fully use the dollars within this allocation as intended. Therefore, monies were transferred to other accounts within the same resource. However, we know the benefits of continuing to support teacher professional development through PLCs so we will continue to fund Visiting Teachers for our PLCs and ILT work for the 22-23 school year.
Math Classroom Supports							

*Strategy/Activity - Description
Supplemental Instructional Materials:
Instructional supplies will be purchased to facilitate instruction and to support completion of assigned academic tasks. In addition, supplemental materials necessary for mathematics teaching and learning will be purchased as needed. During online learning, we are also seeing an increased need for printed materials for students including packets and books that can be sent home.
Class Size Reduction Teacher:
The unduplicated pupil percentage at Audubon for 2020-21 is 90.1%. With this very high number of unduplicated pupils, we understand their increased needs for supports during classroom instruction and additional intervention opportunities. A class size reduction teacher is being funded to decrease the student to teacher ratio. This allows teachers to provide greater individualized and small group attention to students to support their math development and growth
*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Audubon K-8 SPSA Evaluation of LCFF Funded Actions/Activities

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Regular Teacher	--	--	09800-1107	funding for classroom teacher for CSR	Our UTK-K classrooms are often filled to capacity. Lowering class-size allows teachers to focus and support the needs of individual students, small groups, and the class as a whole. This allows our UTK-K classrooms to be more focused and individualized and allows teachers to provide additional Tier 2 interventions. Our iReady data has shown improvement in our BOY, MOY and EOY test results for Math. We believe that this expenditure is working well for our primary grade students. Additionally, our site budget survey indicates funding a CSR teacher.	Inconsistencies exist in our on-going enrollment as we rebound from COVID and a District-allocated CSR teacher has allowed us to reconsider using site funds for this position.	Our site believes reduced class sizes are an important expenditure. However, with limited funding available to purchase all supports we see as vital, the SSC has decided to forgo the CSR for the 2022-2023 school year and use the monies for an in-school resource teacher to support our upper grade students in math and literacy.

Goal 4- Supporting English Learners

Teacher Professional Development

*Strategy/Activity - Description

Professional Development/PLCs:

Due to the lack of visiting teachers, teachers have designated times throughout the year to meet for PLC work after their contracted hours. Monies have been allocated to pay for teachers to hold PLCs. During this time, teachers will discuss the progress and instructional needs of English Learners and plan instruction accordingly. dELD Professional development will be provided in collaboration with SDUSD OLA Office and English Learners will be closely monitored for growth on assessments. District assigned ELIRT will provide site support through ELD coaching cycle to monitor LTELs and ALTELs in grades 3-6.

San Diego State University Center for Excellence in Early Development:

Mental Health Clinician from SDSU will work with identified students who have chronic absenteeism and/or behavioral issues to get them more engaged as an English Learner to support the English Language Development. The Mental Health Clinician will also work with their parents and the classroom teacher to provide trainings, such as SEL, TIC and RJP, that will support the student's ability to engage.

CSI Marzano - Highly Reliable School (HRS):

As a CSI School, we are participating in our district's support through Marzano to become a Highly Reliable School. Our Site Leadership Team is supporting the work the site will be doing as a CSI school working towards meeting the Highly Reliable School Indicators. We started with a survey in October to determine where our site has room to improve. Based on these results, all school staff will be engaged in professional readings and planning meetings to analyze data, work with coaches, and participate in professional development and trainings throughout the year. All of this will be so that we can align as a site and organize our work and resources to become a Highly Reliable School. Surveys will be conducted at multiple times throughout the year to assess our progress towards these indicators and our goals.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Prof&Curriclm Dev Vist Tchr	--	--	09800-1192	funding for professional development and PLC release time	During grade level collaboration/PLCs, teachers to analyze data, ascertain the instructional needs of students, and plan appropriate and differentiated learning opportunities for Multilingual Learners.	Currently, PLC teams are working after their contracted hours on improving their common agenda and providing more time for data dives. iReady, DRA, and EL Data differs from one classroom to another and therefore, PLCs need to work on developing more rigorous lesson studies and sharing of strong instructional strategies. Determining next steps from feedback gathered from PLCs should assist in creating stronger PLC teams, data dives, and rigorous lesson studies going forward.	Due to restrictions on how our teachers were able to meet and utilize PLC time and the inability to secure substitutes, we were unable to fully use the dollars within this allocation as intended. Therefore, monies were transferred to other accounts within the same resource. However, we know the benefits of continuing to support teacher professional development through PLCs so we will continue to fund Visiting Teachers for our PLCs and ILT work for the 22-23 school year.

EL Classroom and Intervention Supports

*Strategy/Activity - Description

Supplemental Instructional Materials:

Instructional supplies will be purchased to facilitate instruction and to support completion of assigned academic tasks. In addition, supplemental materials necessary for mathematics teaching and learning will be purchased as needed. During online learning, we are also seeing an increased need for printed materials for students including packets and books that can be sent home.

Retired Visiting Teachers

Retired visiting teachers will be funded to administer initial and summative ELPAC to gather baseline data. Data gathered from ELPAC will be used to determine instructional groupings and subsequent planning and instruction.

Assessments:

We purchased the iReady Assessment System to provide a schoolwide Universal, Diagnostic and Progress Monitoring Tool for teachers. This will allow us to have a schoolwide approach to gathering data regarding EL progress in ELA and Math. This information is critical in making instructional decisions for Tier 1 instruction, small groups, and individual student interventions and enrichment, as well as making decisions around reclassification. English Learners will be closely monitored for growth on assessments, including the district's FAST aReading, DEMI and F & P Reading Assessments.

*Proposed Expenditures for this Strategy/Activity

Directions:

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

Guiding Questions:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired Clsrm Teacher Hrly		$14,999.01	09800-1189	ELPAC Testing Support

Retired Teachers are utilized to administer Initials and Summative ELPAC Assessments. | Hiring retired teachers to conduct and complete both ELPAC Initial Assessments ELPAC Summative Assessments has created a seamless assessment process that doesn't take time away from the general education teachers' instructional time to administer these assessments. Additionally, it helps us ensure a 90%+ completion rate. | Training and administration time exceeded our initial allotted allocation. | Discussion regarding support for our retired teachers in progress. |

What are my leadership strategies in service of the goals? To support the goals for the 22-23 SPSA school year, I will continue to work with our Task Force Team and HRS Coach to receive certification for Level 1 HRS and to begin our work for HRS Level 2 certification. In addition, I will continue to strengthen:
Collaboration
Communication
Transparency
Streamlining Processes and Procedures