

All Goals Must Address the 8 State Priorities

The Calif State Dept of Ed (CDE) has 8 priorities they have identified. Within those 8 priorities, we are to identify needs and goals.

Priority 1

Student access to basic school services: fully credentialed teachers, instructional materials that align with state standards, and safe facilities.

Priority 2

Implementation of academic standards adopted by the State Board of Education (e.g. Common Core State Standards in English language arts and math, Next Generation Science Standards, English language development, including how programs and services will enable English learners to access the Common Core standards.

Priority 3

Parent involvement and participation, so the local community is engaged in the decision-making process at the school, including promoting parent participation in programs for high need students.

Priority 4

Student achievement and outcomes along multiple measures, including test scores, English proficiency, and college- and career-readiness.

Priority 5

Student engagement, including whether students attend school or are chronically absent, and whether they graduate or drop out.

Priority 6

School climate and connectedness (often measured by the state through suspension and expulsion rates) and other locally identified means.

Priority 7

Pupil access to a broad course of study, including all core subject areas (i.e. English, mathematics, social science, science, visual and performing arts, health, physical education, career and technical education, etc.).

Priority 8

Other student outcomes, if available, in the subject areas that make up the broad course of study.(Basically, any other student outcome we want to name)

GOAL 1: Use social emotional and academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.		
LCAP 21-22	Changes for 22-23	
GOAL 1: Use social emotional and academic assessment data to improve instruction for all students and provide targeted intervention for struggling students.	New GOAL 1: Use social emotional and academic assessment data to raise test scores, analyze instruction and provide targeted support for struggling students.	
We will collaborate with our K-1 teachers and education specialists to create a cohesive assessment plan, including the NWEA MAP test, in each subject area to track progress and increase student exposure and data from standardized assessments. We will continue to assess phonemic awareness, letter recognition, and reading skills regularly throughout the year and analyze data to identify at-risk students. The cost associated with this may include additional NWEA fees.	Action 1: We will collaborate with our teachers and special education team to create a cohesive assessment plan, which will include a variety of formative and summative assessments and teacher professional judgement. We will track progress in each area. In K-2, we will continue to assess phonemic awareness, letter recognition, and reading skills three times during the school year. We will use the schoolwide data to monitor progress and create and implement interventions which include targeted 1:1 support as necessary.	This goal is about instruction We will implement a cohesive assessment plan that includes a variety of academic assessments. In K-2, assessments in phonemic awareness, letter recognition and reading skills will be included. We will use the data to inform instruction, monitor progress and create and implement interventions including 1:1 targeted support as necessary. All students in grades 3-8 will participate in weekly lessons for test taking skills and test preparation throughout the year. This change was informed by parent survey #1
We will analyze our CAASPP and MAP data for any trends in October and January of each school year. Teachers with strong areas will share their practices while teachers with struggling areas will create a plan for improvement. Teachers will also look at IAB data a minimum of 4 times throughout the year to identify class areas of strength and weakness. The cost associated with this may include outside training on data and assessment analysis.	Action 2: We will analyze our CAASPP (state tests), IABs, DRA, MAP (additional assessment) data and compare to classroom and school based formative and summative data for any trends a minimum of three times throughout the school year. Teachers who have strong scores in each area will share their practices while teachers with struggling areas will create a plan for improvement. Teachers will be given support for improvement.	This goal is about test scores
Action 3: We will look at end of the year CAASPP scores and beginning of the year MAP & DRA scores within the first two months of school to identify the academic needs of struggling students. Classroom formative and summative assessments, as well as teachers' professional judgment, will be used to determine needs for extra support. Teachers, SST staff, admin, and parents will create a plan to address these needs, including targeted 1:1 support.	Action 3 Social emotional data will be assessed at the start of the school year and struggling students will be provided support and intervention as needed.	This goal is about social emotional
Action 4: We will hold one staff meeting/month designated for analysis of student work and assessment and include creation of a plan for improvement. Professional development will be provided to teachers for instructional, content and assessment improvement.	Action 4: We will hold one staff meeting/month designated for analysis of student work, assessment and reflection on teacher instructional practices and include development of instructional intervention plans. Professional development will be provided to teachers for instructional delivery, content and assessment.	
Action 5: Teachers, teacher assistants, special education staff, older students and volunteers will be trained in intervention programs to be used with designated students.	Action 5: Teachers, teacher assistants, special education staff, older students and volunteers will be trained in intervention strategies and techniques to be used with designated students.	This action was informed by survey 1

All students will be engaged in academically challenging, inquiry-based learning within classrooms effectively managed by highly qualified teachers using intentionally designed behavioral interventions and supports.			
Goal 2			
Title	Current Action	Proposed Actions	
Professional development for new hires	IA will pay for all incoming teachers to attend Responsive Classroom and Positive Discipline training, which both offer skills that are at the core of our practice. Ensuring all of our teachers receive this training builds consistency within our school.	2.1 IA will provide professional development for all incoming teachers aligned with our philosophies and policies to facilitate their integration to our staff and support continuity of instruction across the school.	
Admin teacher coaching	Teachers will be observed at least once per month, set monthly goals with a mentor, receive coaching and follow up both in areas of struggle and areas of growth. The cost associated with this may include salaries for administrative staff and further professional development for teachers.	2.2 Teachers will be observed at least once per month, set monthly goals with a mentor, receive coaching and follow up both in areas of struggle and areas of growth. The cost associated with this may include salaries for administrative staff, stipends for teachers, substitute pay, contracts with education consultants and further professional development for teachers.	
Teacher peer observation	We seek to foster a collaborative environment drawing on the rich resources we already have. We will set a schedule and format for observations, including follow-up conversations to debrief. The cost associated with this may include paying for substitute teachers to cover classes while teachers observe each other.	2.3 We seek to foster a collaborative environment enriching our teachers skills and knowledge to further develop and tap into the resources we already have in our organization. We will set a schedule and format for observations, including follow-up conversations to debrief. The cost associated with this may include paying for substitute teachers to cover classes while teachers observe each other, professional development in specific areas for specific teachers and coaching.	
Salary increases	We see a need to implement a higher salary scale to attract and retain high quality teachers.	2.4 As best we can with limited funds, we intend to maintain competitive salaries, benefits and supports for our staff.	
Professional development	Professional development provided by the school will be aimed at increasing test scores for low-income, low-performing students.	2.5 Professional development provided by the school will first be aimed at increasing test scores for low-income, low-performing students and then to raise the level of instruction for all students. This may include supporting teachers with individualized professional development, for induction programs and/or helping with credential needs.	informed by survey 2

Provide high-quality, standards-aligned materials, resources and a facility to students and teachers to support their intellectual, physical, emotional and social well-being.

Goal 3			
Title	Current Action	Proposed New Wording	
Educational Software	We will continue to use ST Math, Reading Eggs, Reflex Math, and Mystery Science software to align with our school goals & state standards. Students and teachers will respond to a survey at the end of the year to determine the efficacy of our current software and analyze our needs to plan for software purchases the following year.	3.1 We will reassess the use of educational software and technology in the light of technology addictions that have surfaced among our students and the damage screen time can have on their brains. We will select the software that best supports our students in a variety of subject areas and use it sparingly.	
Curriculum & materials	For the 2021-2022 school year, IA will purchase a new math curriculum for all grade levels K-8, Illustrative Math. Teachers will have the ability to request curriculum resources as well as materials for hands-on learning and student inquiry projects, lessons and activities.	3.2 Teachers will be provided needed supplies and resources to teach all of the required standards. Teachers will have the ability to request other curriculum resources as well as materials for hands-on learning and student inquiry projects, lessons and activities, giving our teachers the freedoms that professionals deserve.	
Facility Costs	Cost of facility maintenance: Gas and electric, HVAC services, filter changes, Cox telephone service, landscaping, building lease, oversight fee	3.3 Cost of facility maintenance: Utilities, HVAC services, filter changes, landscaping, trash and recycling, building lease, oversight fee, cleaning, maintenance and repair.	
Facility Improvements	We will install playground structures on both kindergarten and upper grade playgrounds and will supply our gym with a variety of athletic materials.	3.4 We will install a playground structure for kindergarten and another on our upper grade playground and will supply our gym and play spaces with a variety of athletic and exploratory materials.	
Field study	IA will continue to supplement payment from parents to allow all students access to field trips and guest speakers.	3.5 We will make sure 100% of our students have the opportunity to engage in field trip experiences and guest speakers that enrich their knowledge and skills.	

Provide ongoing analysis, accountability and intervention support for chronically absent and tardy students and their families.

Goal 4			
Title	Current Action	Proposed Actions	
Absence Phone Calls	We will contact the family of any absent student on a daily basis. This was a practice developed to check for COVID symptoms that would be beneficial to continue. These calls help us understand why students are absent, that they can log online for instruction, and engage in quick troubleshooting if any problems are present. The cost associated with this may include salaries for additional office staff needed to track the data and implement this plan.	We will contact the family of any student who has been absent for 3 or more days and has not alerted the school of the reason for their absence.	
Family Meetings	The school director will set up problem-solving meetings with any student that reaches 5 absences in the first semester; 7 absences in the second semester to provide education about impacts of absences on students. We will especially focus on EL students, foster youth, those eligible for free and reduced lunch, and those with low academic performance. The cost associated with this may include salaries for staff needed to track this data and for the director to hold additional meetings.	The school director will set up problem-solving meetings with any student that reaches 5 absences in the first semester; 7 absences in the second semester to provide education about impacts of absences on students. We will especially focus on EL students, foster youth, those eligible for free and reduced lunch, and those with low academic performance. The cost associated with this may include salaries for staff needed to track this data and for the director to hold additional meetings.	
Schedule Reminders	Weekly parent communications from the director will remind families that vacations should be taken during designated breaks & the overall value of children being present in school. The cost associated with this may include our subscription to Parent Square which enables the director to send weekly communications efficiently.	Parent communications from the director will remind families that vacations should be taken during designated breaks & the overall value of children being present in school. The cost associated with this may include our subscription to Parent Square which enables the director to send communications efficiently.	

Provide multiple engagement opportunities for parents through effective communication tools, parent participation opportunities and parent education.

Goal 5			
Title	Current Action	Proposed Actions	
Parent communication	In the director's weekly e-mails to families, she will include a monthly update on spending and information related to the LCAP. Director will hold monthly parent meetings on a variety of topics to gather input and/or educate our families. We will make our website easy for parents to navigate and access any information they may be looking for. The cost associated with this may include continuing to purchase a Parent Square subscription to quickly and effectively communicate with parents.	In the director's weekly e-mails to families, a quarterly update on spending and information related to the LCAP will be included. Director will hold monthly parent meetings on a variety of topics to gather input and/or educate our families. We will make our website easy for parents to navigate and access any information they may be looking for. The cost associated with this may include continuing to purchase a Parent Square subscription to quickly and effectively communicate with parents and any costs associated with parent education.	
Parent education opportunities	School will hold parent education seminars during the school year. Special invitations will go to families eligible for free and reduced lunch, those with EL students, and those with low academic performance. The cost associated with this may include extra time spent by IA staff as well as paying for guest experts.	We will actively survey parents about their concerns and areas of need to guide the topics of parent education, barriers to parents for engaging in parent education and other school activities. We will hold parent education seminars during the school year. Special invitations will go to families eligible for free and reduced lunch, those with EL students, and those with low academic performance. The cost associated with this may include extra time spent by IA staff, education seminar costs, guest speaker costs, documentary rental costs, materials costs.	Informed by survey 5
Parent Engagement	Parents will receive information about their child's educational progress through information sharing and multiple opportunities to participate in school related activities.	Parents will be engaged in their child's educational progress through multiple opportunities provided by the school to participate in school related activities.	